DOCUMENT RESUME

ED 356 044 PS 021 205

AUTHOR	St. Pierre, Robert; And Others
TITLE	National Evaluation of the Even Start Family Literacy Program: Status of Even Start Projects during the 1989-90 Program Year. First Year Report.
INSTITUTION	Abt Associates, Inc., Cambridge, Mass.; RMC Research Corp., Portland, OR.
SPONS AGENCY	Office of Policy and Planning (ED), Washington, DC.
PUB DATE	28 Oct 91
CONTRACT	LC90062001
NOTE	420p.; Separately published "Executive Summary" (15p.) and Appendixes A-J have been combined with first year report.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Agency Cooperation; Demography; *Early Childhood Education; *Literacy Education; *Parent Education; Program Evaluation; Program Implementation; Recruitment; *Research Design; Screening Tests
IDENTIFIERS	*Even Start; *Family Literacy; National Evaluation Systems; Program Characteristics; Support Services

ABSTRACT

This report presents the findings of the annual evaluation of the Even Start Family Literacy program conducted during the 1989-1990 program year. Chapter 1 of the report describes the nature and purpose of Even Start, a 4-year national effort intended to improve the educational opportunities of children and adults by integrating early childhood education and adult education into a unified program. Chapter 2 lists the questions addressed by the evaluation and explains the evaluation's four components: (1) collection of data from Even Start projects and participants; (2) an in-depth study of 10 Even Start projects; (3) local evaluation activities; and (4) evidence of program effectiveness supplied by Even Start projects. The quality of collected data is considered in chapter 3. Chapters 4, 5, and 6 report findings that relate to demographic characteristics of Even Start participants, project characteristics, and services received by participants. Demographic characteristics include household composition; age, gender, and ethnicity; English language proficiency; and special needs. Project characteristics include location; recruitment of participants; delivery of core services, adult and child services, and support services; special activities; cooperative arrangements with agencies; special problems in implementation; and technical assistance needs. Services received include core services and support services. Chapter 7 draws conclusions about Even Start during the 1989-1990 program year. (Contains 31 references.) (BC)

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NATIONAL EVALUATION OF THE EVEN START FAMILY LITERACY PROGRAM

Status of Even Start Projects During the 1989-90 Program Year

FIRST YEAR REPORT

October 28, 1991

Prepared Under Contract by:

Abt Associates Inc.
Cambridge, MA

and

RMC Research Corporation
Portland, OR

Contract No.: LC90062001

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PREFACE

The National Evaluation of the Even Start Family Literacy Program is a four-year national effort designed to describe the types of Even Start projects that have been funded, the services that they provide, the collaborative efforts that they have undertaken, and the obstacles to program implementation that have been encountered; to describe the families participating in Even Start, the services that they receive, and the effects of being in Even Start in areas such as adult basic skills, children's school readiness and literacy-related behaviors, and parent-child interactions; to provide assistance to Even Start projects in submitting applications to and obtaining approval from the Department of Education's Program Effectiveness Panel; and to provide assistance to Even Start projects so that they can conduct any locally-designed evaluations that they deem necessary.

This is the first report from the National Even Start Evaluation. It describes the Even Start program, describes the evaluation plan, and provides the first set of findings from the evaluation. The findings are based on information provided by the first cohort of 73 Even Start grantees about the operation of their projects and the families they served from the time they were funded in October of 1989 through May of 1990. In addition to this volume, the report includes a separately bound Executive Summary and a set of Appendices.

ACKNOWLEDGEMENTS

The National Even Start Evaluation is a large, long-term study which requires the ongoing assistance of Even Start projects across the country. Special thanks are due to all of the Even Start Project Directors, Project Evaluators, and other staff members who are working to make the national evaluation an exemplary study.

The first year of the National Even Start Evaluation benefitted from the input of many researchers who participate on an ongoing basis as members of the project's Technical Work Group. Members include Phoebe Cottingham from the Rockefeller Foundation, Sharon Darling from the National Center for Family Literacy, Richard Light from Harvard University, Vonnie McLoyd from the University of Michigan, and Thomas Sticht from Applied Behavioral and Cognitive Sciences, Inc. The Technical Work Group also includes three Even Start representatives: Wilma Harry, Project Director from the Even Start project in Indianapolis, IN; Kathy Hinchman, Project Evaluator from the Even Start project in Syracuse, NY; and Lisa Levinson, Project Director from the Even Start project in Waterville, ME.

Staff of the Office of Policy and Planning in the U.S. Department of Education are responsible for oversight of the evaluation. As Project Officer, Nancy Rhett oversees all planning, implementation, and reporting activities for the evaluation.

As prime contractor for the evaluation, Abt Associates Inc. is responsible for the entire evaluation and has specific responsibility for the In-Depth Study. Key staff at Abt Associates Inc. include Robert St.Pierre, Janet Swartz, Ruth Nickse, Beth Gamse, and Maureen Hume. As subcontractor, RMC Research Corporation is responsible for implementing the National Evaluation Information System. Key staff at RMC Research Corporation include Stephen Murray, Beth Langhorst, Paul Ryer, Phil Nickel, Donna Dreis, and Janet Alpine.

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NATIONAL EVALUATION OF THE EVEN START FAMILY LITERACY PROGRAM

Status of Even Start Projects During the 1989-90 Program Year

EXECUTIVE SUMMARY

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NATIONAL EVALUATION OF THE EVEN START FAMILY LITERACY PROGRAM

Status of Even Start Projects During the 1989-90 Program Year

EXECUTIVE SUMMARY

STUDY BACKGROUND

THE EVEN START PROGRAM

Even Start was authorized by the Elementary and Secondary Education Act of 1965 as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Part B of Chapter 1 of Title I (Public Law 100-297). According to the law, the Even Start program is intended to:

> "...improve the educational opportunities of the Nation's children and adults by integrating early childhood education and adult education for parents into a unified program....The program shall be implemented through cooperative projects that build on existing community resources to create a new range of services." (Public Law 100-297, Sec. 1051).[1]

The Even Start program represents an innovative combination of programs for adult basic education, parenting education and early childhood education. This new federal initiative offers promise of addressing the literacy crisis in the nation through an integrative approach to adult and early childhood education. Focusing on a parent and child as a unit, Even Start projects have three interrelated goals:

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[1] In July 1991, Congress passed the National Literacy Act which amended the Even Start legislation to incorporate a number of changes identified as needed during the first two years of program operations. The amendments are not relevant to the operations of the projects as described in this report, but they will affect project operations for future reports.

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- to help parents become full partners in the education of their children;
- to assist children in reaching their full potential as learners; and
- to provide literacy training for their parents.

To be eligible for Even Start, a family must have an adult who is in need of adult basic skills training and who is eligible for adult basic education programs, have a child between the ages of one[2] and seven, and live in a Chapter 1 elementary school attendance area.

Even Start is "family-focused" rather than parent- or child-focused. That is, Even Start projects must provide participating families with an integrated program of early childhood education, adult basic skills training, and parenting training. The theory is that these components build on each other and therefore families need to receive all three services, not just one or two, in order to effect lasting change and improve children's school success.

To achieve these goals, the Even Start program provides four-year discretionary grants for family literacy projects. Seventy-six demonstration grants totaling $14.5 million were awarded in fiscal year 1989. In October 1989, 73 of the grants, totaling $14.1 million, were made to projects in school districts; and three grants totaling $0.4 million were made to state departments of education serving migrant populations. Grants ranging from $62,000 to over $500,000 were awarded to small rural and large urban school districts in 44 states and the District of Columbia. Program funding grew in fiscal year 1990 to a total of $24 million. Forty-seven new projects were funded in October 1990 for a total of 123 projects. The Even Start program expanded again in fiscal year 1991, with funding reaching the level of $49.7 million, and Even Start will become a state-run program in fiscal year 1992 if funding tops $50 million.

> In October 1989, 73 grants totaling $14.1 million were made to Even Start projects in Chapter 1 elementary school attendance areas.

MANDATE FOR THE EVALUATION

Section 1058 of the Even Start legislation requires an independent national evaluation of the projects funded under Even Start. This section is as follows:

> "(a) Independent Annual Evaluation. The Secretary shall provide for the annual independent evaluation of programs under this part to determine their effectiveness in providing:

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[2] The National Literacy Act of 1991 makes it possible for children to participate in Even Start from birth through seven years of age.

(1) services to special populations;
(2) adult education services;
(3) parent training;
(4) home-based programs involving parents and children;
(5) coordination with related programs; and
(6) training of related personnel in appropriate skill areas.

(b) Criteria.

(1) Each evaluation shall be conducted by individuals not directly involved in the administration of the program or project operated under this part. Such independent evaluators and the program administrators shall jointly develop evaluation criteria which provide for appropriate analysis of the factors under subsection (a). When possible, each evaluation shall include comparisons with appropriate control groups.

(2) In order to determine a program's effectiveness in achieving its stated goals, each evaluation shall contain objective measures of such goals and, whenever feasible, shall obtain the specific views of program participants about such programs.

(c) Report to Congress and Dissemination. The Secretary shall prepare and submit to the Congress a review and summary of the results of such evaluations not later than September 30, 1993. The annual evaluations shall be submitted to the National Diffusion Network for consideration for possible dissemination."

STUDY DESIGN

In January 1990, the Office of Policy and Planning in the U.S. Department of Education awarded a contract to Abt Associates Inc., with a subcontract to RMC Research Corporation, for an evaluation of the Even Start program. The evaluation, which runs from 1990 through 1993, calls for the design and implementation of a four-part study and includes annual reports to be delivered to the Department of Education as well as a final report to Congress.

Research Questions

In assessing innovative programs like Even Start, a number of overarching research questions can be identified:

(1) Who is served by the program and what services do they receive?

(2) How well does the program's basic model work? Do participants perform better on key measures than similar persons who did not participate?

(3) How well was the Federal funding on the program spent? How many of the projects were well-implemented?

(4) What are project "best practices"? What types of projects or program elements work best under what circumstances?

(5) How does the program compare to alternative programs addressing the same problem? Is it more effective? How do the costs compare?

(6) What is the program's impact on its target population and service delivery structure?

It is rare that a single study would attempt to answer all of these questions. Often, questions about the basic model's effectiveness should be settled before resources are spent on identifying best practices or comparing the program to alternatives. The present evaluation is focusing on the first three types of overarching questions, with some attention to the fourth question on best practices. This report provides information about the first and third questions for the first cohort of 73 school-based projects funded in the fall of 1989.

Evaluation Components

A four-component evaluation has been designed in order to address the questions listed above. The components are: (1) the National Evaluation Information System for all Even Start projects, (2) an In-Depth Study of 10 projects, (3) other local evaluation studies as desired by individual projects, and (4) local application for approval by the Department of Education's Program Effectiveness Panel and National Diffusion Network.

National Evaluation Information System. The first component of the evaluation is the National Evaluation Information System, which is designed to collect a common set of data from each Even Start project and from most Even Start participants. The National Evaluation Information System provides ongoing descriptive information about the Even Start program, including the types of projects that have been funded, the services they provide, the collaborative efforts they have undertaken, and the obstacles that exist to program implementation. The system is structured to provide detailed information describing the families that participate in Even Start, the services that they receive, and the progress that they make in areas such as adult basic skills, children's school readiness and literacy-related behaviors, and parent-child interactions.

In-Depth Study of 10 Projects. The second component of the evaluation is the In-Depth Study. This component is designed to complement the broad-based data collected from all Even Start projects through the National Evaluation Information System by providing detailed information on a subset of 10 purposively-selected grantees. The In-Depth Study focuses on the short-term outcomes of Even Start and on the relationship between services received and outcomes.

Other Local Evaluation Activities. After they have met requirements for the National Evaluation Information System and the In-Depth Study, grantees have the option of conducting other local evaluation activities that they think are necessary or appropriate. Local evaluation activities can be funded through the project's evaluation budget but must be approved by the Department of Education, typically through the continuation grant.

Local Application for PEP/NDN Qualification. The final component of the evaluation is primarily the responsibility of individual Even Start grantees. In accordance with Section 1058(c) of the Even Start legislation, Even Start projects should submit evidence of their effectiveness for approval by the Department of Education's Program Effectiveness Panel. A project that is approved by the Program Effectiveness Panel is entered into the National Diffusion Network (NDN). The project may then apply to NDN for additional dissemination funds as a developer/demonstrator project.

FINDINGS BASED ON THE 1989-90 PROGRAM YEAR

This section describes (1) characteristics of Even Start participants, (2) the implementation of Even Start projects, and (3) services received by Even Start participants. The findings are based on data reported by the first cohort of 73 public school Even Start projects about the activities they conducted during the first program year--from the start of funding in October 1989 through the end of May 1990. The data were collected through the National Evaluation Information System.

During the first program year, most Even Start projects recruited the intended population, set up collaborative arrangements, and designed projects that offered appropriate core and support services. Some projects had problems with implementation, and many families did not participate fully in all Even Start Services.

In the first program year (1989-90), Even Start projects were generally successful at recruiting families from the intended population, at setting up collaborative arrangements, and at designing and implementing projects that offered core services (parenting education services, adult basic education services, early childhood education services), a wide range of support services (e.g., transportation, child care), and many different special activities (e.g., field trips, social events). On the other hand, 1989-90 was a start-up year for all Even Start projects, and many implementation problems were encountered, including difficulties with cooperating agencies, problems finding staff, lack of transportation, and difficulties recruiting families. Of all Even Start households, 82% had at least one adult who participated in parenting education, 57% had at least one adult who participated in adult basic education, and 78% had at least one child who participated in early childhood education. However, only 40% of all Even Start families participated in all three core services, and 5% of all Even Start families did not participate in any core services. These percentages describe Even Start families taken as a whole, and vary greatly from project to project.

FINDINGS ABOUT EVEN START PARTICIPANTS

Seventy-one of the 73 Cohort 1 Even Start grantees reported on the status of their projects during the eight-month period from the time they received their initial grant in October 1989 through the end of May 1990. During this period, Even Start projects provided services to about 2,800 families containing about 4,500 adults and 4,800 children[3].

Based on the data reported from the 1989-90 program year, it is clear that Even Start projects are serving the targeted population. The requirements for entry to Even Start during its first year were that the family have a child between the ages of one and seven, that an adult in the household be eligible for adult basic education, and that the family live in a Chapter 1 elementary school attendance area. All of the participating Even Start households had at least one child between the ages of one and seven, 78% of the adults who participated in Even Start core services did not complete high school, and 71% of Even Start families had an income under $10,000. The Even Start population can be further described as follows:

> Even Start is serving the intended population: All of the participating households had at least one child between the ages of one and seven, and 78% of adults who participated in Even Start core services did not complete high school. Furthermore, 71% of Even Start families had an income under $10,000.

- 50% of Even Start families describe themselves as couples with children, 40% are single parents, and 10% have extended families or other living arrangements.

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[3] More families were served but projects did not keep records on all families during the 1989-90 start-up year.

- 52% of Even Start families report job wages as their primary source of financial support, while 48% report that government assistance is their primary source of support.

- Most adults in Even Start are between the ages of 22-29 (47%) and 30-39 (33%). Only 11% are 21 years old or younger.

- 82% of Even Start adults are female, 18% are male.

- 39% of Even Start adults are white, 35% are black, 15% are Hispanic, 7% are Native American, and 3% are Asian or Pacific Islander.

- English is the primary language of 79% of Even Start adults, while Spanish is the primary language for 15%.

- About half of the children in Even Start households had some educational experience prior to entry into Even Start (15% Head Start, 11% other preschool, 19% Kindergarten, 11% primary school).

- 4% of the adults and 7% of the children served by Even Start are identified as having disabilities.

FINDINGS ABOUT THE IMPLEMENTATION OF EVEN START PROJECTS

Over $14 million was spent to fund 73 Even Start projects operated by local education agencies in the fall of 1989. About half of the projects were in urban areas and half were in rural areas. Almost half were in the South, with the remainder roughly equally split between the Northeast, Midwest, and West. This distribution is not surprising given that generally, only two Cohort 1 projects were awarded in any state, one urban project and one rural project, and that the South has many more states than the other Census regions.

Recruiting

One of the first tasks of Even Start grantees was to recruit families. Many different recruitment strategies were used, including (in order of reported success) home visits, referrals by public schools or other agencies, personal telephone contacts, targeted mailings, and the mass media. About one-third of the projects set stricter eligibility requirements than mandated by the law. This was done by targeting families with children of certain ages.

In the process of recruiting families, projects made frequent use of tests and other formal and informal instruments for diagnosis, screening, and evaluation of adults and children. Over 50% of the projects assessed the basic skill levels of adults and 35% of the projects tested children. This type of testing was done for programmatic purposes--it was not mandated as part of the national evaluation.

Core Services Delivered

The primary purpose of Even Start is to integrate early childhood education and adult education for parents into a unified program. To this end, all Even Start projects are required to provide three "core services" for the education or instruction of adults and children: (1) parenting education services that assist parents in developing the capacity to function as teachers for their children; (2) adult basic education services that develop literacy skills of parents; and (3) early childhood education services that meet early education needs of children. As specified in the law, these core services can be provided either by staff funded through Even Start or by staff funded by cooperating agencies. In addition to the three core services, Even Start projects are required to provide educational and instructional services that involve parents and their children in joint activities.

Parenting Education Services. Even Start projects provided a wide range of parenting education services including behavior management, child development, assistance with other social service agencies, the role of parents in education, school routines, health and nutrition, building parental self-esteem, and life skills. Each of these different types of parenting education was provided by at least 80% of the projects. About half of the Even Start projects provided parenting education directly, about 25% shared provision with a cooperating agency, and only 5% - 10% delegated provision of parenting education to a cooperating agency.

> Parenting education was typically provided by Even Start staff, while adult education and early childhood education were generally provided by cooperating agencies.

Adult Education Services. Over 90% of the projects reported that they provided services to prepare adults to attain a GED, about 80% provided services in adult basic education and adult secondary education, and 54% of the projects provided English as a second language services to adults. The locus of responsibility for providing adult education services differs markedly from the locus of responsibility for providing parenting education services. Whereas most of the latter services were provided directly by Even Start grantees, only about 25% -30% of the Even Start projects provided adult education directly. Another 10% - 20% shared responsibility for adult education with a cooperating agency, and about 30% delegated full responsibility for the provision of adult education to an external agency.

Early Childhood Education Services. Children in Even Start projects were provided with a range of early childhood education services. Three different preschool options were used, with many projects using combinations of the three: (1) over 60% of the projects enrolled some of their pre-K children in Head Start, (2) almost 40% of the projects enrolled some of their of their pre-K children in Head Start, (2) almost 40% of the projects enrolled some of their children in a Chapter 1-funded pre-K program, and (3) almost 80% provided some other preschool option. For children old enough to enter the public schools, 76% of the projects participated in joint planning activities with the public schools, and hence included kindergarten as an Even Start service, and about 60% provided early childhood education services to children under eight years of age who were in primary grades, again through the vehicle of joint planning with the public schools.

Very few of the early childhood education services were provided directly by Even Start--almost all were provided by cooperating agencies. This is not surprising given the high cost of such services and their general availability through cooperating agencies.

Adult/Child Services Delivered

Almost all of the Even Start projects (over 90%) reported that they delivered a wide range of core services to parents and children together. These included reading and story telling, developing readiness skills, social development and play, development of gross motor skills, work with numbers, and arts/crafts. More than 80% of the projects also reported activities in the areas of health and nutrition, and writing. About 60% of the projects reported computer-related activities for adults and children.

Support Services Delivered

Even Start projects used funds to provide many different kinds of support services designed to enable families to participate in the core services. Transportation to and from core services was the support service mentioned most frequently (by 82% of the projects). Many other support services were reported by over half of the projects, including referrals for employment and mental health services, family advocacy assistance, child care, counseling, nutrition, health care, aid for battered women, handicap care, meals, and aid for chemical dependency. Many of the support services (especially transportation, child care and care for the handicapped) were provided with Even Start funds, while others (such as health care and child protective services) were provided by cooperating agencies. The legislation requires that support services be obtained from existing providers whenever possible, to ensure that Even Start projects avoid duplicating services already available and use their funds to step in and furnish more immediate support services.

> Transportation, family advocacy assistance, and child care were the most commonly provided support services and they were typically funded through Even Start budgets.

Special Activities

In addition to providing core and support services, Even Start projects held other periodic or one-time events--special activities-- to recruit families, recognize family accomplishments, etc. The most common special activities were field trips to libraries, museums, zoos, or farms (provided by 77% of the projects), and social events such as family potluck dinners and celebrations to reward and recognize program participants for their accomplishments (59%).

Cooperative Arrangements

Even Start projects are required to establish cooperative arrangements with other agencies, where possible, to avoid duplicating services offered. Collaboration and cooperative arrangements were, indeed, a key focus of the Cohort 1 projects. During the 1989-90 program year, Even Start projects were involved in 869 cooperative arrangements to provide core services. The most frequent types of cooperating organizations were "other departments and programs within the public schools," "local, county, state or tribal agencies," "postsecondary institutions," "other community-based organizations," and "Head Start." Several different decision-making mechanisms were used by Even Start and cooperating agencies, the most common being informal agreements.

The 73 Even Start projects in Cohort 1 were involved in over 800 cooperative arrangements during the 1989-90 program year.

As was noted earlier, Even Start projects generally took advantage of the fact that adult education and early childhood education services exist in most communities, and arranged for these core services to be provided through cooperating agencies. On the other hand, Even Start projects often used their own funds to design and deliver parenting education and adult/child activities, since these services are not generally available from other sources.

Even Start projects also entered into cooperative arrangements for the provision of a wide range of support services, including counseling, transportation, health care, child care, meals, employment referrals, family advocacy, and nutrition counseling. Typically, the cooperating agencies provided support services so that families could participate in core services delivered by Even Start. The most frequent cooperating agencies for support services were the same types of agencies that provided core services.

Implementation Problems and Solutions

Even Start projects reported several barriers to project implementation. The most common--each reported by at least one-third of the projects--were: (1) problems related to communication and coordination with cooperating agencies; (2) difficulties in the recruitment, retention and motivation of families; (3) lack of transportation for Even Start families; and (4) problems in recruiting and training staff and coping with high staff turnover. Solutions to the problem of communicating with cooperating agencies usually involved substantial face-to-face contact. Problems in recruiting and motivating families were addressed by ensuring confidentiality, providing incentives for attendance, and including parents in setting agendas. Transportation problems were addressed in a variety of ways--by working with cooperating agencies, running carpools, and paying for transportation. Finally, staffing problems were solved by providing training, using paraprofessionals, and hiring consultants.

Several other implementation problems were listed by 10 or more projects, including an absence of program models and guidelines, a lack of space and facilities, difficulties scheduling program services, requirements of the evaluation, funding problems, and a lack of child care.

Suggestions about the Law and Regulations

Almost half of the projects suggested that the criteria for eligibility be made more flexible so that projects could serve families with children younger than one and older than eight. Some projects also recommended that families ought to be permitted to continue in the program after the adult completes the adult education component or after the youngest child reaches age eight.[4] Still other projects were concerned that limiting services to families residing in Chapter 1 attendance areas prevented the project from serving many families in need. Other concerns were that there was limited flexibility in the use of funds, and that the timing of the grant dispersal (in the fall of each year, when the best staff were already committed to other positions) made it difficult to get the project underway. Finally, some projects had suggestions about the evaluation. Some commented that the data collection imposes an undue burden, and there should be less emphasis on testing. On the other hand, others suggested areas of additional emphasis for the evaluation, e.g., the evaluators should visit all sites, the evaluation should include more narrative items.

FINDINGS ABOUT SERVICES RECEIVED BY EVEN START PARTICIPANTS

The fact that Even Start projects offer a given set of services does not guarantee that adults and children participate. This discussion summarizes the issue of participation in Even Start core and support services.

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[4] As noted earlier, Congress amended the Even Start legislation in July 1991 so that children from birth through age seven may be served. The amendments also permit families to continue to participate until all family members are individually ineligible. Attainment of a GED by the parent will no longer make the family ineligible.

Core Services Received

It should be remembered that the 1989-90 program year was the first year of implementation for Even Start, and it would be unrealistic to expect all projects to be able to fully, easily, and quickly implement a program as complex as Even Start. All Even Start families must participate in the core services of parenting education, adult education, and early childhood education. Just how soon after enrollment a family will reach the fullest level of participation in Even Start depends on the stage of program implementation, the schedule developed for providing core services, and the strategies used to recruit families.

The data reported by projects for the 1989-90 program year show that 40% of the families were at the fullest level of participation. This means that the family had at least one child participating in an early childhood education program and one adult receiving both parenting education and adult education services. Looking at each of the core services individually, the following conclusions hold:

- 82% of Even Start families had at least one adult that participated in parenting education.
- 57% of Even Start families had at least one adult that participated in adult basic education.
- 78% of Even Start families had at least one child that participated in early childhood education.

No core services were reported for any adult or child in 5% of families--such families may have enrolled in Even Start prior to the end of the 1989-90 program year, but started receiving core services later.

Project-Level Variation in Core Service Participation

While 40% of the families enrolled in Even Start participated in all three core services during the 1989-90 program year, differences in the speed with which individual projects implemented core services and differences in the commitment of family members to full participation in Even Start services means that there were large differences among Even Start projects in the degree to which families participated. Only three projects had all of their families at the fullest level of participation during the 1989-90 program year. However, the majority of projects reported that the percentage of families participating in all three core services was higher than the overall rate of 40%--nearly half of the projects had more than 60% full participation. On the other hand, eight projects had no families that participated in all core services.

Adult basic education was the core service with the greatest amount of variability in implementation among projects. Twenty-nine projects delivered adult basic education to 80% or more of their families, while 14 projects delivered adult basic education to 20% or less. Participation levels for early childhood education were higher than for adult basic education: 37 projects delivered early child education to 80% or more of their families, while only one project delivered early childhood education to 20% or fewer families. Finally, parenting education was the most-commonly received core service: 43 projects delivered parenting education to 80% or more of their families, while only two projects delivered parenting education to 20% or fewer of their families.

Support Services Received

The most frequently used support services were transportation (45% of children and 44% of adults), meals (39% of children and 24% of adults), and child care (33% of children and 50% of adults). Some of the other support services included counseling (9% of children and 21% of adults), health care (13% of children and 9% of adults), and several others used by 5% or fewer children and adults such as translators, stipends, referrals for chemical dependency, and special care for handicapped family members.

No use of support services was reported for 36% of children and 28% of adults who participated in Even Start core services. This does not necessarily indicate an implementation problem. Rather, it suggests that about a third of all adults and children who took part in Even Start core services in the 1989-90 program year were able to do so without the need for any support services.

IMPLEMENTATION OF THE EVALUATION

The national Even Start evaluation was designed to be a collaborative effort between staff at the U.S. Department of Education, the staff of an evaluation contractor, and the staff of each Even Start project. It was hoped that a greater than normal level of involvement on the part of Even Start grantees would benefit the evaluation through an increased investment and level of understanding on the part of Even Start grantees. On the other hand, this approach is experimental, and at the start it was unclear whether project staff would be willing to undertake a data collection effort and whether high quality data collection could be done by project staff.

Specific responsibilities for the national evaluation were divided such that oversight was to come from the Department of Education; design, analysis, reporting, and technical assistance were to be provided by the evaluation contractors; and input to the design as well as data collection were to be provided by local Even Start projects. This differs from the typical approach in which all data collection is the responsibility of the evaluation contractor. To enable projects to undertake their responsibilities, each Even Start project was given additional grant funds which were to be used to hire a local evaluator who would help interact with the national evaluation, assist with data collection, and design and conduct local evaluation activities.

Staff from each Even Start project were involved in an early design meeting where feedback was obtained on drafts of the NEIS and where a working group of Even Start project directors and local evaluators was established. Subsequent drafts of the NEIS forms were shared first with the working group, and then with all project directors and local evaluators. Training sessions in administering the data collection instruments were held for all Even Start projects, and additional feedback on forms and on data collection problems was provided through formal meetings and through telephone calls from the evaluation contractors.

At this point, it is not possible to draw firm conclusions about the utility of this approach to conducting a national evaluation. However, on the basis of the first year of experience, the following observations can be made:

- The national evaluation was funded about four months after the Even Start grants were made. This led to a somewhat slow start-up for the evaluation. During this period, the role of the local evaluators was unclear.

- The data collection is being done by local staff with a wide range of backgrounds. In some cases, local evaluators do the data collection. In others, local evaluators have trained other project staff to do the data collection. In still other projects, the local evaluators have an advisory role, and primary responsibility for data collection resides with other project staff.

- Many projects are comfortable with their role as data collectors and are able to turn in what appears to be high-quality data according to the time schedules set forth for the evaluation. Other projects clearly need substantial assistance in complying with the requirements of the evaluation, and several projects were not able to provide data according to the hoped-for timetable. During the first year, the timing of data collection was complicated by the fact that final data collection instruments were not available until October 1990 and had to be completed retrospectively. The timing of project reports in subsequent reporting periods will provide better feedback on the extent to which projects can provide data in a timely manner.

- Must local projects have been cooperative and interested; a few have not been enthusiastic. Notwithstanding the addition of funds for collaborating with the evaluation, a few grantees felt that participation in evaluation activities was outside the main function of the Even Start local staff.

- Most Even Start projects have availed themselves of the evaluation technical assistance that is provided by the evaluation contractors.

- Data describing the characteristics of Even Start participants, projects, and services have, in fact, been submitted by almost all projects (details on response rates are presented in Chapter 3).

- No firm evidence is available yet on the quality of the data collected by local staff, although they appear satisfactory at this point.

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CHAPTER 1

INTRODUCTION

This is the first report from the National Even Start Evaluation. It contains the following chapters. Chapter 1 presents introductory material including the mandate for the Even Start program and the national evaluation, the purpose of the evaluation, and a conceptual model of the Even Start intervention and hypothesized outcomes. Chapter 2 presents the evaluation design including a listing of the research questions, an overview of the approach to the evaluation, and a detailed description of the four components of the evaluation. Chapter 3 discusses the nature and quality of the data requested from projects. Chapter 4 presents findings about the characteristics of Even Start participants. Chapter 5 presents findings describing the nature and implementation of Even Start projects. Chapter 6 describes the services received by Even Start participants. Finally, Chapter 7 presents conclusions. All appendices referenced in this report are contained in a separately bound volume.

THE EVEN START PROGRAM

Even Start was authorized by the Elementary and Secondary Education Act of 1965 as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Part B of Chapter 1 of Title I (P.L. 100-297). According to the law, the Even Start program is intended to:

> "...improve the educational opportunities of the Nation's children and adults by integrating early childhood education and adult education for parents into a unified program....The program shall be implemented through cooperative projects that build on existing community resources to create a new range of services." (P.L. 100-297, Sec. 1051).[1]

The Even Start program represents an innovative combination of programs for adult basic education, parenting education and early childhood education. This new Federal initiative offers promise of addressing the literacy crisis in the nation through an integrative approach to adult and early childhood education. Focusing on parents and children as a unit, Even Start projects have three interrelated goals:

---

[1] In July 1991, Congress passed the National Literacy Act which amended the Even Start legislation to incorporate a number of changes identified as needed during the first two years of program operations. The amendments are not relevant to the operations of the projects as described in this report, but they will affect project operations for future reports.

- to help parents become full partners in the education of their children;
- to assist children in reaching their full potential as learners; and
- to provide literacy training for their parents.

To be eligible for Even Start, a family must have an adult who is in need of adult basic skills training and who is eligible for adult basic education programs, must have a child between the ages of one[2] and seven, and must live in a Chapter 1 elementary school attendance area.

Even Start is "family-focused" rather than parent- or child-focused. Hence, Even Start projects must provide participating families with an integrated program of early childhood education, adult basic skills training, and parenting training. The theory is that families need to receive all three services, not just one or two, in order to effect lasting change and improve children's school success.

To achieve these goals, the Even Start program provides four-year discretionary grants for family literacy projects. Seventy-six demonstration grants totaling $14.5 million were awarded in fiscal year 1989. In October 1989, 73 of the grants, totaling $14.1 million, were made to projects in school districts; and three grants totaling $0.4 million were made to state departments of education serving migrant populations. Grants ranging from $62,000 to over $500,000 were awarded to small rural and large urban school districts in 44 states and the District of Columbia. Program funding grew in fiscal year 1990 to a total of $24 million. Forty-seven new projects were funded in October 1990 for a total of 123. The Even Start program expanded again in fiscal year 1991 with funding reaching the level of $49.7 million, and Even Start will become a state-run program in fiscal year 1992 if funding tops $50 million.

MANDATE FOR THE EVALUATION

Section 1058 of the Even Start legislation requires an independent national evaluation of the projects funded under Even Start. This section is as follows:

> "(a) Independent Annual Evaluation. The Secretary shall provide for the annual independent evaluation of programs under this part to determine their effectiveness in providing:
>
> (1) services to special populations;
> (2) adult education services;
> (3) parent training;
> (4) home-based programs involving parents and children;
> (5) coordination with related programs; and
> (6) training of related personnel in appropriate skill areas.

---

[2] The National Literacy Act of 1991 makes is possible for children to participate in Even Start from birth through seven years of age.

> (b) Criteria.
>
> (1) Each evaluation shall be conducted by individuals not directly involved in the administration of the program or project operated under this part. Such independent evaluators and the program administrators shall jointly develop evaluation criteria which provide for appropriate analysis of the factors under subsection (a). When possible, each evaluation shall include comparisons with appropriate control groups.
>
> (2) In order to determine a program's effectiveness in achieving its stated goals, each evaluation shall contain objective measures of such goals and, whenever feasible, shall obtain the specific views of program participants about such programs.
>
> (c) Report to Congress and Dissemination. The Secretary shall prepare and submit to the Congress a review and summary of the results of such evaluations not later than September 30, 1993. The annual evaluations shall be submitted to the National Diffusion Network for consideration for possible dissemination."

A full copy of the Even Start legislation, including amendments, appears in Appendix A (bound separately).

In January 1990, the Office of Policy and Planning in the U.S. Department of Education (ED) awarded a contract to Abt Associates Inc. (AAI), with a subcontract to RMC Research Corporation, for an evaluation of the Even Start program. The evaluation, which will run from 1990 through 1993, calls for the design and implementation of a four-part evaluation and includes annual reports to be delivered to ED as well as a final report to Congress.

The evaluation will assist ED and the general public in several ways. First, it will provide ED with data to meet the evaluation requirements of the Education Department's General Administrative Regulations (EDGAR) which stipulate that all grantees conduct annual evaluations. Second, it will enable ED to fulfill the legislative requirement for an evaluation of the Even Start program. Third, it will add to the knowledge base on the effects of family literacy programs by investigating the relationships between program processes and outcomes.

CONCEPTUAL MODEL OF EVEN START INTERVENTION AND OUTCOMES

This section presents a conceptual model defining the Even Start intervention in terms of inputs and processes that exist within a service context. The model then relates the Even Start intervention to hypothesized outcomes for children and parents.

The model includes four sets of variables: contextual variables, programmatic inputs, program processes, and program outcomes. The formulation of the model is based on our understanding of the projects currently being implemented by Even Start grantees and of the variables that these projects hope to affect. Exhibit 1.1 presents the model, shows the four groups of variables, and illustrates the hypothesized linkages among them.

The model depicts a causal chain anticipated by Even Start projects. The projects are characterized as having a set of program inputs which influence the creation of program processes, which in turn lead to several sets of program outcomes. At each level (inputs, processes and outcomes), a set of contextual variables act as mediators. Examples of measurable indicators are provided for each major set of variables shown in the model.

The conceptual model is useful to the evaluation in the following ways. First, it provides a vehicle for describing the problems being addressed by Even Start and the ways in which Even Start projects are attempting to solve these problems. Second, it provides a measurement framework for the evaluation because it is necessary for the evaluation team to understand the conceptual underpinnings of Even Start in order to select or develop measures that match program goals and activities. Finally, the model offers guidance on some of the hypothesized causal relationships among groups of variables, so that the evaluation team can make reasoned judgments about including a range of measures to assess short-term, intermediate, and long-term outcomes.

The conceptual model should be viewed as being dynamic rather than static. It is intended to reflect the ways in which Even Start projects actually operate and the ways in which they expect to produce outcomes. However, the model presented here is in a preliminary form, and as the study progresses it will be important to revise this model and perhaps to construct multiple models corresponding to the various approaches and hypotheses of different types of Even Start projects.

Program Context

An understanding of the context in which the program is implemented is crucial to the evaluation of Even Start. Contextual variables mediate the inputs that are available to the projects, the processes that occur as the projects are implemented, and the outcomes that result from the projects. Contextual conditions and their influences vary substantially across Even Start sites. One category of contextual variables includes the nature of the population served as measured by population demographics and family support and resources. A second category of contextual variables includes the community context in which the project is implemented, measured in terms of the urbanicity, economic characteristics, safety and support for Even Start within the community. Finally, the service context in which Even Start is implemented includes measures of the existing supply of early childhood education and adult basic education.

Exhibit 1.1

Even Start Conceptual Model

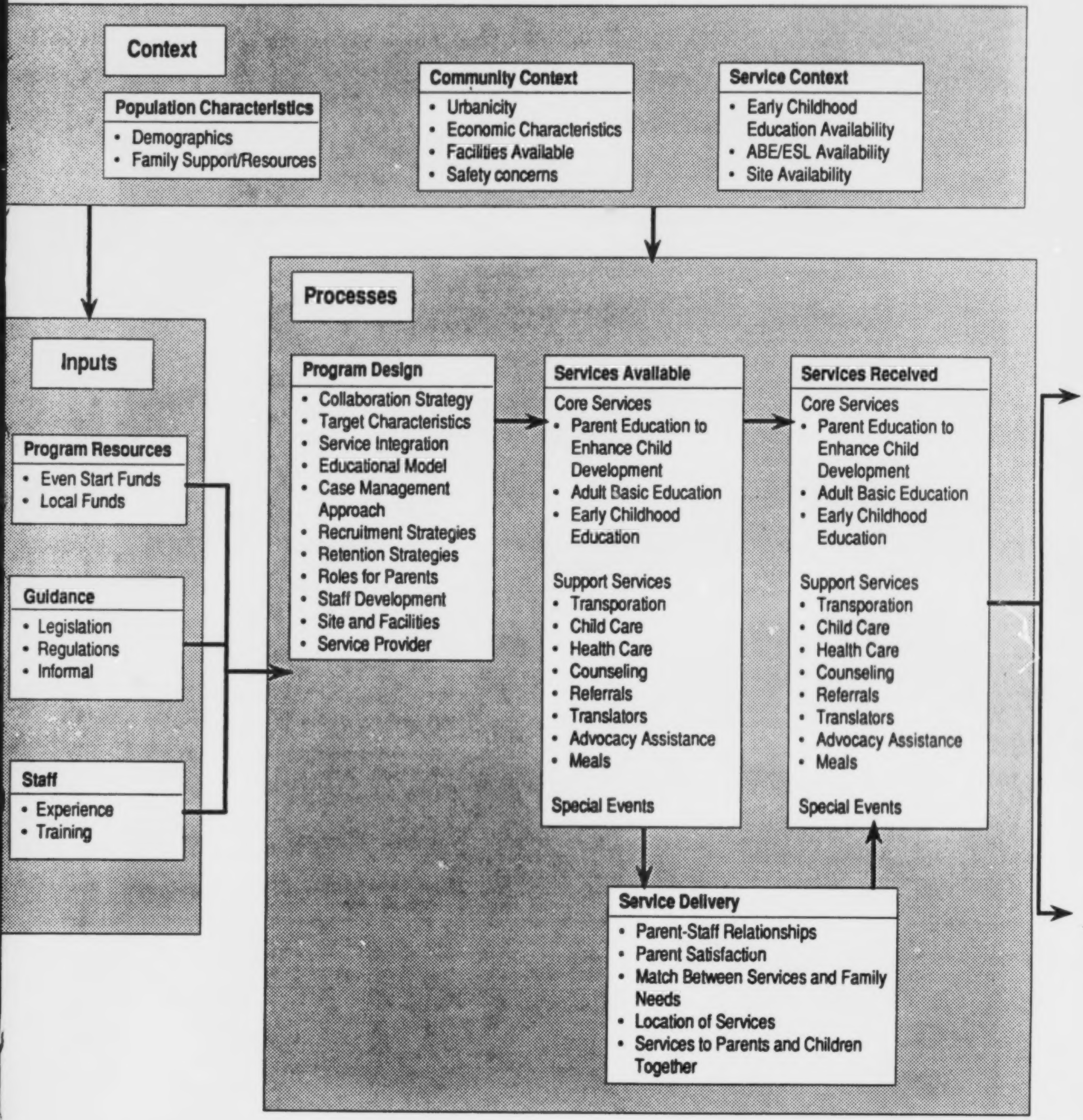
Context
Population Characteristics
• Demographics
• Family Support/Resources
Community Context
• Urbanicity
• Economic Characteristics
• Facilities Available
• Safety concerns
Service Context
• Early Childhood Education Availability
• ABE/ESL Availability
• Site Availability
Inputs
Program Resources
• Even Start Funds
• Local Funds
Guidance
• Legislation
• Regulations
• Informal
Staff
• Experience
• Training
Processes
Program Design
• Collaboration Strategy
• Target Characteristics
• Service Integration
• Educational Model
• Case Management Approach
• Recruitment Strategies
• Retention Strategies
• Roles for Parents
• Staff Development
• Site and Facilities
• Service Provider
Services Available
Core Services
• Parent Education to Enhance Child Development
• Adult Basic Education
• Early Childhood Education
Support Services
• Transporation
• Child Care
• Health Care
• Counseling
• Referrals
• Translators
• Advocacy Assistance
• Meals
Special Events
Services Received
Core Services
• Parent Education to Enhance Child Development
• Adult Basic Education
• Early Childhood Education
Support Services
• Transporation
• Child Care
• Health Care
• Counseling
• Referrals
• Translators
• Advocacy Assistance
• Meals
Special Events
Service Delivery
• Parent-Staff Relationships
• Parent Satisfaction
• Match Between Services and Family Needs
• Location of Services
• Services to Parents and Children Together

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Exhibit 1.1
Even Start Conceptual Model
(continued)

Outcomes for Parents

Literacy Behaviors
- Shared literacy events with children
- Increased use of literacy materials
- Literacy resources in home

Parenting Behavior and Skills
- Positive parent-child relationships
- Home environment to foster child development
- Positive expectations for child
- Adequate supervision

Education Skills and Expectations
- Increased basic skills/English language ability
- Higher educational attainment
- Improved job skills and employment status

Personal Skills
- Increased self-esteem
- Increased self-efficacy
- Increased personal well-being

Community Involvement
- Increased involvement in schools
- Access to social services

Outcomes for Children

School Readiness
- Age-appropriate cognitive and language skills
- Age-appropriate social skills

School achievement
- Age-appropriate language skills
- Age-appropriate social skills
- Improved school attendance
- Low incidence special education, remedial placement and retention in grade
- Satisfactory school performance

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Program Inputs

Program inputs define the basic dimensions of the project including its scope, size, complexity, comprehensiveness, and overall goals. Inputs include the resources available to the project such as the level of Even Start funds provided from the Federal level and the amount of local funds available; guidance provided from the Federal level including, for example, the Even Start legislation, the Even Start grant application, program regulations, and formal or informal guidance provided through memos, meetings, etc.; and the type of staff available to the project measured in terms such as years of experience and amount of training.

Program Processes

The program inputs (mediated by contextual variables) are used by program staff to create program processes that involve the design, delivery, and receipt of program services by participating families. Several groups of program process variables are identified in the conceptual model. Program design variables include the collaboration strategy used by the project in deciding what services to provide directly and what services to provide through referrals, the characteristics of target children and adults (e.g., age of child, family language), the extent to which services for families are integrated, the use of an existing educational model for delivering early childhood and adult basic education services, strategies for recruiting and retaining program participants, the role that parents play in the project, and staff development activities. Further, many Even Start projects use case managers, parent liaisons, family advocates, etc. as key staff in the provision of coordinated services. These case managers conduct needs assessments and have ongoing contact with a number of families. They are responsible for the direct provision of some services as well as for ensuring that participating families take advantage of other services.

The services to be provided to children and their parents are described in the Even Start legislation and regulations and have been elaborated upon by the Even Start projects. Services can be grouped into three areas: (1) core services, (2) support services, and (3) special events. As is shown in Exhibit 1.1, the services actually received by Even Start participants may or may not match the services that are available. Three "core" Even Start services are outlined in the legislation:

- **Adult basic education services**: regularly scheduled core programming for adults that includes ABE, ASE, ESL, and GED preparation, designed to improve basic educational skills, particularly literacy skills.

- **Parent education/child development services**: regularly scheduled core programming for adults designed to enhance parent-child relationships and help parents understand and support their child's growth and development.

- **Early childhood education services:** regularly scheduled core programming for children alone, designed to enhance development and prepare children for success in school.

Even Start projects are required to provide core services to parents and children jointly and to provide home-based services. In addition to core services, Even Start projects typically provide a range of "support" services, some of which are designed to enable the provision of core services. Examples of support services are transportation, custodial child care, health care, meals, nutrition assistance, mental health referral, referrals for employment, advocacy assistance with governmental agencies, counseling, child protective services, referrals for screening or treatment for chemical dependency, referrals for services to battered women, special care for a handicapped family member, or translators. The Even Start legislation requires that support services be obtained from existing providers whenever possible, to ensure that Even Start projects avoid duplication of services.

Finally, Even Start projects often provide "special events" for participants. These may be one-time events such as a pot-luck supper, or they may include occasional activities or demonstrations on subjects of interest to the participating families.

A second set of process variables defines the service delivery mechanisms used by the project. Some services are provided directly by the project, other services are provided through collaborative arrangements with cooperating agencies. Activities may take place in the family's home or at a center (when the cooperating agency is physically in the same building as the Even Start project), or in decentralized sites (when the cooperating agency or agencies are in different locations). The point is to distinguish between services that can be conveniently obtained by families at a central site as opposed to services that are more difficult for families to obtain simply because the service delivery locations are physically separated from one another. Services are also distinguished by whether they are provided to parents and children together or separately. Other variables of interest describe the nature of service delivery in terms of parent-staff relationships and the match between services and family needs.

Program Outcomes

Implementation of the program processes is hypothesized to produce a series of program outcomes for parents and children. Not every Even Start project will try to effect all of the outcomes listed in Exhibit 1.1; however, it is useful to provide a wide range of potential program outcomes in order to inform the selection of evaluation measures.

Hoped-for outcomes for parents may include positive effects in three areas linked to the Even Start legislation: literacy behaviors (e.g., shared literacy events with children, increased reading and writing activities in the home); parenting behavior and skills (e.g., positive parent-child relationships, positive expectations for child); and educational and employment skills (e.g., increased literacy/English language ability, higher educational attainment). In addition, goals for parents participating in Even Start might include growth in personal skills (e.g., increased self-esteem, increased self-efficacy) and community involvement (e.g., increased involvement in schools, access to social services).

It also is expected that Even Start will have a positive impact on children's school readiness and school achievement. School readiness variables include age-appropriate cognitive, language, and social skills. Once children enter school, outcomes might include satisfactory school performance, improved school attendance as well as a lower incidence of special education, remedial placement, and retention in grade.

CHAPTER 2

STUDY DESIGN

This chapter presents the design for the National Even Start Evaluation. The first part of the chapter lists the research questions addressed by the evaluation. The second part summarizes the overall approach to the evaluation. The remainder of the chapter presents details on each of the four major components of the evaluation.

RESEARCH QUESTIONS FOR THE NATIONAL EVEN START EVALUATION

In assessing innovative programs like Even Start, a number of overarching research questions can be identified:

(1) Who is served by the program and what services do they receive?

(2) How well does the program's basic model work? Do participants perform better on key measures than similar persons who did not participate?

(3) How well was the Federal funding on the program spent? How many of the projects were well-implemented?

(4) What are project "best practices"? What types of projects or program elements work best under what circumstances?

(5) How does the program compare to alternative programs addressing the same problem? Is it more effective? How do the costs compare?

(6) What is the program's impact on its target population and service delivery structure?

It is rare that a single study would attempt to answer all of these questions. Often, questions about the basic model's effectiveness should be settled before resources are spent on identifying best practices or comparing the program to alternatives. The present evaluation is focusing on the first three types of overarching questions, with some attention to the fourth question on best practices.

Included below is a comprehensive set of research questions that are intended to guide the entire evaluation. The list will evolve over time, just as the study itself will evolve. Some questions may fade in importance, and new ones may be generated as more is learned about how projects are implemented. For now, the research questions are organized into four major sets of concrete questions and subquestions:

(1) What are the characteristics of Even Start participants? (Who is in the program?)

(2) How are Even Start projects implemented and what services do they provide? (What does the program look like?)

(3) What Even Start services are received by participating families? (What do families receive by participating?)

(4) What are the effects of Even Start projects on participants? (What difference does Even Start make in the lives of participants?)

These questions build on the questions that were listed in the RFP for this study, incorporating items from the conceptual model that was presented in the previous chapter. Questions marked with an asterisk are addressed in this report.

What are the Characteristics of Even Start Participants?

This set of questions calls for a thorough description of Even Start participants in terms of demographic characteristics, school readiness of children, basic skills of parents, educational expectations, and amount of participation in Even Start.

* What are the characteristics of families, adults, and children who are served by Even Start (e.g., gender, ethnicity, presence of handicapping condition, primary languages, educational status, employment status)?

* What proportion of Even Start participants are from special populations (e.g., handicapped, limited-English-proficient)?

How are Even Start Projects Implemented and What Services do they Provide?

This set of questions focuses on the services being provided by Even Start projects and the ways in which Even Start projects are being implemented. Questions deal with the goals of each project, the distribution of projects, the use of available curricula/models, the cost of Even Start and the allocation of Even Start funds, recruitment and screening of families, characteristics and training of Even Start staff, collaborative efforts of Even Start projects, and barriers to program implementation.

* How are Even Start projects distributed by geographic location and urbanicity?

* Are Even Start projects designed as year-round or school-year projects?

* How many Even Start projects offer core services in the summer?

* To what extent do Even Start projects use available curriculum materials or program models? What materials and models are frequently used?

What is the cost of Even Start projects?

How are Even Start funds allocated within projects? What proportion of Even Start funds is spent on different activities?

How are local contribution funds obtained? What are they used for?

What are the costs of Even Start services?

* Do projects target special groups of families?

* What procedures are used to recruit eligible families?

* What procedures are used to screen and assess parents' and children's needs?

What is the background and training of Even Start staff? What is the proportion of professional, paraprofessional, and volunteer staff?

In what topic areas does Even Start provide staff training? How much training is provided to Even Start staff (and to staff at other agencies) in each area?

* What types of collaboration exist between Even Start and other agencies?

- What types of agencies are collaborating with Even Start projects?

- What mechanisms are being used to enhance the cooperation/ collaboration (formal letter of agreement, informal agreement, increased communication, etc.)?

- What services do collaborating agencies provide (core services, support/enabling services, special events)?

- What barriers exist to successful program implementation?

What Even Start Services are Received by Participating Families?

This set of questions deals with the Even Start "treatment" that is received by participating families. Questions concern the amount of core services received, the extent to which support/enabling services are used, the degree to which special events are held, and the comparability of Even Start to non-Even Start services.

- What core services do families receive through Even Start?

- What core services (parenting education, adult education, early childhood education) are provided by Even Start? What is the frequency and duration of these services?

- What core services are provided through referrals to or collaboration with other agencies? What is the frequency and duration of these services?

What core services are provided to parents and children together?

What core services are provided in the home? How much time do participants spend receiving home-based services?

- What support/enabling services do families receive through Even Start?

- What support/enabling services are provided through Even Start? What proportion of participating families use these services?

- What support/enabling services are provided through referrals to or collaboration with other agencies? What proportion of participating families use these services?

- What special events occur in Even Start projects?

What social services were received by Even Start participants prior to entry into Even Start? What non-Even Start services are received by Even Start participants.

What are the Effects of Even Start Projects on Participants?

This set of questions deals with the impact of Even Start projects. Questions concern areas such as effects on participating children, effects on parents and families, the relationship between amount of services and child/parent/family effects, and the effectiveness of different Even Start models.

How long do families participate in Even Start?

At entry to Even Start, how do the school-readiness and literacy-related skills of Even Start children compare with the school-readiness and literacy-related skills of children in other early childhood education programs for the disadvantaged?

At entry to Even Start, how do the school-readiness and literacy-related skills of Even Start children compare with the school-readiness and literacy-related skills of children nationally?

At entry to Even Start, what is the level of basic skills and/or English-speaking ability of participating parents? What is their educational attainment?

At entry to Even Start, what are parents' educational expectations for their children and for themselves? What types of parent-child interactions do parents engage in? How involved are parents in their children's education? What are parents' ideas about child-rearing practices?

After participating in a range of Even Start early childhood education programs, how do the school-readiness and literacy-related skills of Even Start preschool children compare with the school-readiness and literacy-related skills of disadvantaged children in other early childhood education programs?

After participating in Even Start, how do the school-readiness and literacy-related skills of Even Start children compare with the school-readiness and literacy-related skills of children nationally?

What is the relationship between amount of home-based, parent and child services and children's school-related outcomes?

What is the relationship between length of participation in Even Start and children's school-related outcomes?

What are the long-term effects of Even Start on children in terms of Chapter 1 placement, special education placement, school grades, and school achievement?

What are the effects of Even Start on the basic skills and/or English-speaking ability of participating adults?

What progress in basic skills and/or English-speaking ability is made by participating adults over the course of their participation in Even Start?

What is the relationship between length of participation in Even Start and adults' basic skills and/or English speaking ability?

What is the relationship between amount of home-based services for parents and children and adults' basic skills and/or English-speaking ability?

Do adults participating in Even Start have better retention and/or attendance in ESL or ABE programs than adults in regular adult education programs?

What are the effects of Even Start on parenting skills and other outcomes for parents?

What changes have occurred in parent-child interactions and parent behaviors and expectations over the course of participation in Even Start?

What is the relationship between amount of participation in Even Start and changes in parent-child interactions, parent behaviors, and parent expectations?

What is the relationship between the amount of home-based services to parents and children and parent outcomes?

What is the relationship between amount of participation in Even Start and changes in parent educational status, receipt of a GED, participation in job training or further education, and/or job placement?

What is the relative effectiveness of different Even Start "models"?

Based on information about the services provided, is it possible to identify a set of Even Start "models" that exhibit variation in design and service delivery?

Are some Even Start models more effective than others in terms of enhancing adult basic skills, children's school readiness, and parents' behaviors and expectations?

Are some Even Start models particularly cost-effective?

Across Even Start projects, are there practices or components that are particularly effective?

Are changes in the basic skills of adults associated with improved school readiness or school achievement in their children?

How do parents' attitudes/expectations, basic skills, and patterns of parent-child interactions relate to children's school readiness or achievement?

COMPONENTS OF THE NATIONAL EVEN START EVALUATION

A four-component evaluation has been designed in order to address the questions listed above. The components are: (1) the National Evaluation Information System (NEIS) for all Even Start projects, (2) an In-Depth Study of 10 projects, (3) other local studies as desired by individual projects, and (4) local application for approval by the Department of Education's Program Effectiveness Panel (PEP) and National Diffusion Network (NDN) (see Exhibit 2.1).

National Evaluation Information System (NEIS)

The first component of the evaluation is the National Evaluation Information System (NEIS), which is designed to collect a common set of data from each Even Start project and from most Even Start participants. The purpose of the NEIS is to provide ongoing descriptive information about the Even Start program, including the types of projects that have been funded, the services that they provide, the collaborative efforts that they have undertaken, and the obstacles that exist to program implementation. The NEIS is structured to provide detailed information describing the families that participate in Even Start, the services that they receive, and the progress that they make in areas such as adult basic skills, children's school readiness and literacy-related behaviors, and parent-child interactions.

In-Depth Study of 10 Projects

The second component of the evaluation is the In-Depth Study (IDS). This component is designed to complement the broad-based data collected from all Even Start projects through the NEIS by providing more in-depth information on a subset of 10 purposively-selected

Exhibit 2.1
Components of Even Start Evaluation Plan

Evaluation Components	Population the data are collected on	Types of data to be collected	Data collection procedures	Years collected	Basic research questions	Analysis plan	Main Focus of evaluation	Funding source for data collection	Funding source for data analysis
NEIS - National Evaluation Information System	All Even Start projects and participants	Participant characteristics, Coordination, Services, Implementation, Basic Costs	Parent Quest, Family Service Log, Project Quest.	All years	Who participates in Even Start? What is the program? How well is the program implemented? How much service is received?	Descriptive analysis, review against Even Start goals	National description and assessment	Local project evaluation budget	AAI/RMC
		Outcomes - school readiness - adult basic education skills and attendance - parent/child interaction	Child and adult tests (PSI, PPVT, CASAS), parent interviews	2nd - 4th	What is school readiness status of Even Start children? What is the literacy level of Even Start adults? Do adults attend adult education regularly?	Compare participants' status and progress to test norms and other national programs for similar populations	National description and assessment	Local project evaluation budget	AAI/RMC
In-Depth Study	Even Start participants and control group from 10 selected Even Start projects	Participant characteristics, Coordination, Services, Implementation Outcomes - school performance - adult literacy and attendance - parent/child interaction Costs	Observation; in-depth data on participants and services; parent and staff interviews; Follow-up system for longitudinal study of children, including progress in early grades.	2nd - 4th	What are the short and long-term effects of Even Start on children, parents, and families? What models work best ? What aspects are key to success?	Compare against control group data and against data from other national programs.	Assessment of model projects	AAI and local project evaluation budget	AAI
Local Models Evaluation (PEP/NDN qualification)	Even Start projects that qualify Even Start participants and comparison/control group, if appropriate	Participant characteristics, Coordination, Services, Implementation, Basic Costs Outcomes - school readiness - adult literacy - parent/child interaction	Testing and parent interviews	3rd - 4th	Is the project exemplary? Is it a transferrable model?	Compare gains within the project to those of similar local families or to national norms. Number of projects that pass PEP is an outcome measure for the Even Start Program	Identification of model local projects that can pass the PEP and enter NDN	Local project evaluation budget	Local project evaluation budget
Other Local Evaluation Needs	Optional for each project.	Additional information desired by local administrators	Proposed in project application	All years	How does the project meet specified local needs?	Depends on questions	Local information needs	Local project evaluation budget	Local project evaluation budget

grantees. Whereas the NEIS will provide common data on all projects, the IDS will study a subset of projects in more detail. The IDS will focus on the short-term outcomes of Even Start, on the relationship between services received and outcomes, and on the long-term effects of Even Start. The IDS also involves the design and early implementation of a longitudinal study that will track children who participate in Even Start into the public schools.

Other Local Evaluation Activities

After they have met requirements for the National Evaluation Information System and the In-Depth Study, grantees have the option of conducting other local evaluation activities that they think are necessary or appropriate. Local evaluation activities can be funded through the projects' evaluation budget but must be approved by the Department of Education, typically through the continuation grant.

Local Application for PEP/NDN Qualification

The final component of the evaluation is primarily the responsibility of individual Even Start grantees. In accordance with Section 1058(c) of the Even Start legislation, Even Start projects should submit evidence of their effectiveness for approval by the Department of Education's Program Effectiveness Panel (PEP). Approval by PEP results in entry to the National Diffusion Network (NDN). The project may then apply to NDN for additional dissemination funds as a developer/demonstrator project.

NATIONAL EVALUATION INFORMATION SYSTEM (NEIS)

The NEIS is designed to collect a common set of data from each Even Start project and from all Even Start participants. In addition to being used for the national evaluation, each project's NEIS data is reported back to the project as a profile of characteristics which can be accessed for local uses. A profile that summarizes the characteristics of Even Start projects nationally also is provided to projects.

The purpose of the NEIS is to provide ongoing descriptive information on the Even Start program, including the types of projects that have been funded, the services that they provide, the collaborative efforts that they have undertaken, and the obstacles that exist to program implementation. The NEIS also is designed to provide detailed information about the families that participate in Even Start, the services that they receive, and the progress that they make in areas such as adult basic skills, children's school readiness and literacy-related behaviors, and parent-child interactions.

Data from the NEIS will be used to make assessments at the national level. That is, data will be aggregated across all projects in order to describe the Even Start program and its outcomes as a whole. The data also will be used to categorize programs into different subgroups for further analysis. In particular, the data will be used to identify and analyze fully-implemented projects that have varying degrees of service intensity and to describe and analyze different Even Start "models," that is, groups or clusters of projects that share certain key characteristics.

NEIS Data Collection

Five data collection forms have been designed for the NEIS: one to collect information on the characteristics of participants, one to record the services delivered to participants, one to gather data on the implementation of each project, one to record data on child and parent outcomes, and one to describe staff training and experience.

Exhibit 2.2 lists the specific forms that comprise the NEIS and describes the level of data reported (i.e., individuals or program-level), the content of the forms, and frequency of data collection and reporting. A copy of the NEIS forms is contained in Appendix B (bound separately). Additional descriptive information is presented below:[3]

- Part I: Participant Characteristics. This set of forms is used to record information about parent and child background characteristics and parent behaviors and attitudes. A few questions (i.e., name, address, telephone number) are asked of all adults who contact the project. Additional background information is obtained during an intake interview. Finally, information on parent behaviors and attitudes is obtained through an interview with the parent at formal entry to the project and again at the end of each school year.

- Part II: Family Record of Core Service. This set of forms is used to record information about staff contact hours with families for each of the core services that are received by each project participant. Core services include parent education, adult basic education, and early childhood education. A daily log is used to record services received by each family on each day during the month. Information is provided about these core services whether they are delivered by Even Start or by a cooperating agency. These data are used in several ways. First, data on the amount of service received in core areas by each participant will be linked to the test scores of adults and children in

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[3] An additional form on staff background and training will be added to the NEIS. This form will be used to collect information about the education and training of staff who are providing services. Data will be collected on an individual basis from project staff as well as key staff from collaborating agencies that provide core services.

Exhibit 2.2

NEIS Data Collection Forms

Form	Instrument Type	Description	How Often Collected/ Reported?
PART I: PARTICIPANT CHARACTERISTICS			
Form I-A: Program Family List	Family-level list	Lists of family names and addresses and unique code for each participant	Updated as needed Not reported Not sent to ED or Abt/RMC
Form I-B (Part A) Family Information -- Participant Characteristics at Intake	Parent Interview	Interviews with participating adults on demographic, educational, social, and economic characteristics of the family (Spanish version available)	Collected once: at intake Reported: forms submitted to RMC twice a year (June and December)
Form I-B (Part B) Family Information -- Parent Child Interactions	Parent interview	Interviews with participating adults on parent-child interactions and parent attitudes (Spanish version available)	Collected at intake and at end of each project year Reported: forms submitted to RMC twice a year (June and December)
Form I-B (Part C) Family Information -- Other Information	Parent interview and questionnaire	Interview on core and support services received by each participant and changes in educational and economic characteristics Project questionnaire regarding disability characteristics and special education needs of each participant	Collected in May or at exit Submitted to RMC once a year (June)
PART II: FAMILY RECORD OF CORE SERVICES			
Form II: Family Record of Core Services	Daily log on each family	Log of staff contact hours for core services (early childhood education, parenting training, adult education, adult-child together	Collected daily or weekly Reported to RMC twice a year (June and December)

Exhibit 2.2
(continued)

Form	Instrument Type	Description	How Often Collected/ Reported?
PART III: PROGRAM IMPLEMENTATION			
Form III-A: Characteristics of Core Services	Program-level questionnaire	Checklists and open-ended questions on core services	Reported to RMC twice a year (June and December
Form III-B: Support and Other Special Activities	Program-level questionnaire	Checklists and open-ended questions on support services	Reported to RMC twice a year (June and December)
Form III-C: Recruitment, Screening, Assessment	Program-level questionnaire	Checklists and questions on recruitment and screening strategies List of tests used for diagnostics, screening, or evaluation	Reported to RMC twice a year (June and December) Reported to RMC once a year (June)
Form III-D: Staffing	Program-level questionnaire	Form on project staff and count of volunteers; checklist and open-ended questions on staffing and training	Reported to RMC twice a year (June and December)
Form III-E: Cooperative Arrangements	Program-level questionnaire	Tables for lists of organizations that provide core services and which core service they provide	Reported to RMC once a year (June)
Form III-F: Overall Implementation Factors	Program-level questionnaire	Open-ended questions on barriers to implementation and problem resolutions, if made	Reported to RMC twice a year (June and December)
PART IV: OUTCOME DATA			
Form IV: Record of Child and Adult Outcomes	Family-level record	Individual test scores on PSI and PPVT for children and CASAS for adults; GED or high school diploma attainment	Tests given at intake and at exit or spring Reported to RMC twice a year (June and December
PART V: STAFFING			
Form V: Staff Background and Training	Individual staff-level questionnaire	Questionnaire on background and training prior to Even Start participation, and training received during Even Start Includes all project staff and key staff in collaborating agencies providing core services	Collected once a year (June)

order to help explain how Even Start services are related to program outcomes. Second, information on the provision of adequate services to participants will be a key piece of data in approving evaluation activities prepatory for submissions for the Department of Education's Program Effectiveness Panel. Third, this information will help the Department of Education assess the success of implementation of the program.

- Part III: Project Implementation. These forms are used to record information about how the project was implemented during the year. This includes information on the types of core and support services offered, recruitment and screening activities, program-level data on staff characteristics and staff training, and collaboration and cooperation with other agencies.

- Part IV: Record of Adult and Child Outcome Data. This form is used to record information about several project outcomes for each family, including scores from child and adult tests and each adult's GED status. Child and adult tests can be administered either by Even Start staff or by the staff of collaborating agencies, beginning in the fall of 1990 for the first cohort of projects and in the fall of 1991 for the second cohort. These tests will be administered in each of the succeeding years of the evaluation.

Each Even Start grantee is responsible for making sure that its NEIS forms are completed. The costs of completing the forms and of testing children and adults are charged to the project's evaluation budget. This includes work done by collaborating agencies if, for example, they administer the child or adult test or collect data on contact hours. Much of the data on participant characteristics are collected through a parent interview. Data on project implementation, services, and collaborative efforts are provided by the Project Director or Project Evaluator based on knowledge of the project.

Testing Adults and Children

As part of the NEIS, three tests are used to assess the skills of participating adults and children. The NEIS focuses on children ages three to seven; children under age three are not being tested. The tests and timeline of the child assessments are presented graphically in Exhibit 2.3. The adult and child measures are summarized below:

- For preschool children (ages three to four), the Preschool Inventory (PSI) is used. It is viewed by teachers as a valid measure of a range of school readiness skills, takes only 15 to 20 minutes to administer,

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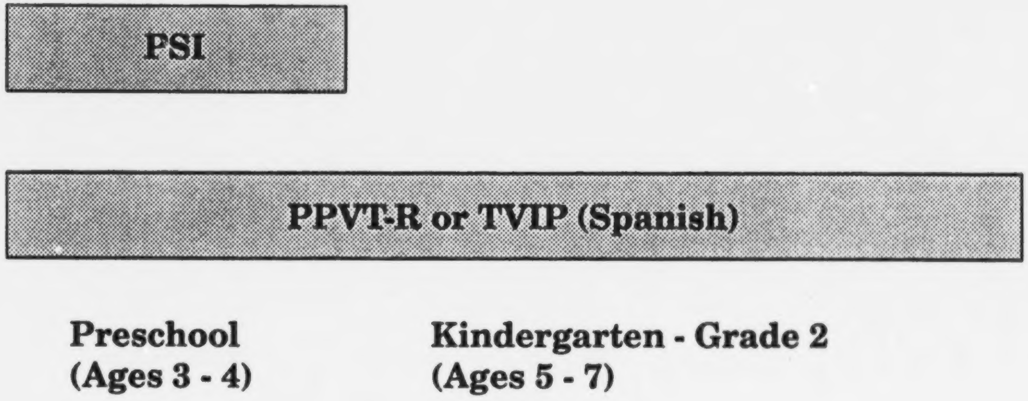
Exhibit 2.3
TIMELINE OF CHILD TESTING ON THE NEIS



PSI

PPVT-R or TVIP (Spanish)

Preschool
(Ages 3 - 4)

Kindergarten - Grade 2
(Ages 5 - 7)

is available in Spanish, and has been used in several other large-scale evaluations of preschool programs for disadvantaged children. The PSI does not, however, have national norms. Therefore, a second measure is used--the Peabody Picture Vocabulary Test-Revised (PPVT-R), which does have national norms. The PPVT-R is quick to administer, is available in Spanish (Test de Vocabulario en Imagenes Peabody--TVIP), and can be used with children from age two through high school. Together, these tests require less than an hour of testing per child, which can be conducted over two testing sessions.

- For children in kindergarten through second grade (ages five to seven), the PPVT-R is being continued as a measure of language development. (The PSI is not appropriate for children above age five, because of "ceiling" effects.) Again, the PPVT-R is available in Spanish, and has national norms as well as data on disadvantaged children from the National Longitudinal Study of Youth (NLSY). The PPVT-R/TVIP requires 15 to 20 minutes per child.

- For adults, the Comprehensive Adult Student Assessment System (CASAS) is being used as to measure adult basic skills. The CASAS is an adult-oriented functional assessment system that measures a broad range of adult literacy skills and their application in real life domains, including consumer economics, government and law, occupational knowledge, community resources, and health. The assessment also has the needed flexibility to measure participants involved in diverse adult education programs, from non-readers to those at the GED or high-school level. In addition, CASAS is being used in 27 state and national projects serving a wide variety of adults, which offers the possibility of comparable databases.

Tests for Preschool Children. One of the goals of the Even Start program as stated in the legislation is to prepare children for success in the regular school classroom. There are four research questions about children's preparation for school that guide the national evaluation:

(1) At entry to Even Start, how do the school-readiness and literacy-related skills of Even Start children compare with those of children in other early childhood education programs for the disadvantaged?

(2) After participating in a range of Even Start early childhood education programs, how do the school-readiness literacy-related skills of Even Start children compare with those of disadvantaged children in other early childhood education programs?

(3) At entry to Even Start, how do the school-readiness and literacy-related skills of Even Start children compare with the school-readiness and literacy-related skills of children nationally?

(4) After participating in a range of Even Start early childhood education programs, how do the school-readiness and literacy-related skills of Even Start children compare with the school-readiness and literacy-related skills of children nationally?

No single, currently available test for preschool children can be used to answer all of the research questions listed above. This is primarily because most of the tests available that have national norms do not offer information about how disadvantaged children perform. It is also important to have a test that measures skills associated with school readiness, such as identifying shapes and colors and understanding numerical concepts. In other words, the test should measure what preschool children ought to know, as does a criterion-referenced test, rather than discriminate between children, as does a norm-referenced test. In addition to the content focus of the test, two other criteria are important in selecting child tests for the Even Start evaluation--relatively easy test administration and availability in Spanish.

After reviewing a number of alternatives, the Preschool Inventory (PSI) was selected as a face-valid measure of school readiness that is relatively brief to administer and available in [illegible] English and Spanish. In addition, the PSI has been used in a number of evaluations of programs for disadvantaged preschool children.

A 64-item version of the PSI was developed initially by ETS (the Educational Testing Service) for use in evaluating Head Start Programs. This test was shortened to 32 items as part of the Head Start Planned Variation Study and used subsequently in the National Day Care Study, the National Home Start Evaluation and the National Evaluation of the Child and Family Resource Program. Analyses indicated that the 32-item version had similar reliability and validity to the 64-item version but was less burdensome to children and programs. The present format with the Spanish and English versions combined was created by Abt Associates with permission from ETS for the evaluation of Project Giant Step in New York City, a preschool program for disadvantaged children. This format of the PSI is presented in Exhibit 2.4.

While data from the PSI provides information about how Even Start children perform compared to other disadvantaged children, the PSI does not have national norms. This means that it cannot be used to answer questions about how children in Even Start perform compared to all children nationally. Therefore, the PPVT-R, which does have national norms, is included in the preschool test battery.

The PPVT-R is a test of receptive language or vocabulary that provides a quick estimate of verbal ability and literacy-related skills. The test consists of 175 vocabulary items of increasing difficulty. The tester reads a word and the child selects one of four pictures that

Exhibit 2.4

PRESCHOOL INVENTORY

CHILD'S NAME ______________________ **ID** ______________________

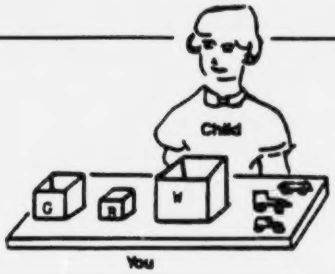
CENTER/CLASS ID ______________________ **TESTER ID/DATE** ______________________

TIME STARTED __________ **/ STOPPED** __________ **TOTAL TIME** ______________________

Child's participation/test administration satisfactory? yes no

1.	¿Cómo te llamas? *What is your first name?*	C	W	DK	V
2.	Enséñame tu hombro. *Show me your shoulder.*	C	W	DK	V
3.	¿Qué es esto? (Knee) *What's this? (Knee)*	C	W	DK	V
4.	¿Qué es esto? (Elbow) *What's this? (Elbow)*	C	W	DK	V

CARS AND BOXES **(DO NOT REPEAT ITEMS 5, 6 or 7)**



5.	Pon el carro amarillo encima de la caja chiquita. *Put the yellow car on the little box.*	C	W	DK	V
6.	Pon el carro azul debajo de la caja verde. *Put the blue car under the green box.*	C	W	DK	V
7.	Pon dos carros detrás de la caja que está en el medio. *Put two cars behind the box in the middle.*	C	W	DK	V

8.	Si estás enfermo, ¿a quién vas a ver? *If you were sick who would you go to?*	C	W	DK	V
9.	¿Cuándo comemos el desayuno? (In the Southwest: ¿Cuándo comemos el almuerzo?) *When do we eat breakfast?*	C	W	DK	V
10.	Si quieres hallar (encontrar) un león, ¿dónde lo buscas? *If you wanted to find a lion where would you look?*	C	W	DK	V
11.	¿Qué hace un dentista? *What does a dentist do?*	C	W	DK	V

(VERBAL AND MOTION)

¿Ha montado alguna vez un columpio? Ud sabe como va un columpio, para arriba y para abajo, para atrás y para adelante.
Have you ever been on a swing? You know how it goes, up and down and back and forth.
(DEMONSTRATE)

12.	En qué dirección va un disco en el tocadisco (stereo)? *Which way does a record on a record player go?*	C	W	DK	V
13.	¿En qué dirección se mueve la rueda? *Which way does a wheel go?*	C	W	DK	V

14.	¿Cuántas manos tienes? *How many hands do you have?*	C	W	DK	V
15.	¿Cuántas ruedas tiene una bicicleta? *How many wheels does a bicycle have?*	C	W	DK	V
16.	¿Cuántas gomas (llantas) tiene un carro? *How many wheels does a car have?*	C	W	DK	V
17.	¿Cuántos dedos tienes en los pies? *How many toes do you have?*	C	W	DK	V

Ahora, escuche cuidadosamente,
Now, listen carefully,

18.	¿Cuál es más despacio, un carro o una bicicleta? *Which is slower, a car or a bicycle?*	C	W	DK	V

BEST COPY AVAILABLE

Exhibit 2.4
(continued)

CHECKERS

Ponga estos "checkers" en una fila, uno al lado del otro.

Put these checkers next to each other in a row

CHILD
Mark checker child picks

19. Pon el dedo en la que está en el medio. ○ ○ ○ ○ ○ C W DK V
Point to the middle one.

20. Pon el dedo en la primera. ○ ○ ○ ○ ○ C W DK V
Point to the first one.

21. Pon el dedo en la última. ○ ○ ○ ○ ○ C W DK V
Point to the last one.

22. Pon el dedo en la segunda. ○ ○ ○ ○ ○ C W DK V
Point to the second one.

YOU

(MOTION)

23. ¿Cu [illegible] estos dos grupos tiene menos fichas? Child 6 4 You C W DK V
Which of these 2 groups has less checkers in it?

24. ¿Cuál de estos dos grupos tiene más fichas? Child 5 5 You C W DK V
Which of these 2 groups has more checkers in it?

DRAWINGS

(GET OUT 2 PIECES OF BLANK PAPER)

25. Pon el dedo en el que más se parece a una carpa (tienda de campaña). C W DK V
Point to the one that is most like a tent.

PENCIL

Ahora, quiero que haga unos debujos.

Now, I'd like you to make some drawings

26. Y ahora haz uno como este otro. (Square) C W DK V
Make one like this. *Make yours here (point)*

27. Haz uno como éste. (Triangle) C W DK V
Make one like this. *Make yours here (point)*

CRAYONS

28. ¿Cuál es como el color de la noche? C W DK V
Which one is the color of night?

29. Pinta el cuadro. C W DK V
Color the square.

30. de violeta (morado). C W DK V
Color the square purple.

31. Pinta el triangulo. C W DK V
Color the triangle.

32. de anaranjado (el color de una naranja; el color de una china). C W DK V
Color the triangle orange.

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Test Administered in: Spanish ☐ English ☐ Spanish & English ☐ Other ☐

best describes its meaning. Exhibit 2.5 shows a sample template from the PPVT-R. One advantage of the test lies in its simple format and brief administration time (15 to 20 minutes). Also, the test was updated and re-normed in 1981, so that the standardization sample is fairly current. Another advantage is that the assessment can be used with a wide age range--the standardization sample included children from two years six months through eighteen years of age. In addition, the PPVT-R is now available and normed for Spanish-speaking populations; the Spanish version is called the Test de Vocabulario en Imagenes Peabody or TVIP.

The PPVT-R is currently used in the National Longitudinal Study of Youth (NLSY), being conducted by the Department of Labor. During the 1986 assessment, the PPVT-R was administered to nearly 1200 three- and four-year-old children and more than 1500 five- to eight-year-old children. Because the NLSY sample has oversampled minority and disadvantaged families, there is a large database available on the performance of disadvantaged children. In describing the selection of the PPVT-R as one test in the child battery, NLSY documents report that the test has high predictive validity with a variety of achievement measures and "combined with other information, the PPVT is an extremely important predictor of early and middle school outcomes." The PPVT-R and the TVIP were both used in the 1988 NLSY child testing and again in the 1990 assessment.

Thus, the PPVT-R is being used at the preschool level in addition to the PSI. This creates greater respondent burden, but the gain in generalizability of the data is significant. Together, the two tests require less than an hour of testing per child, which should be conducted in two shorter sessions.

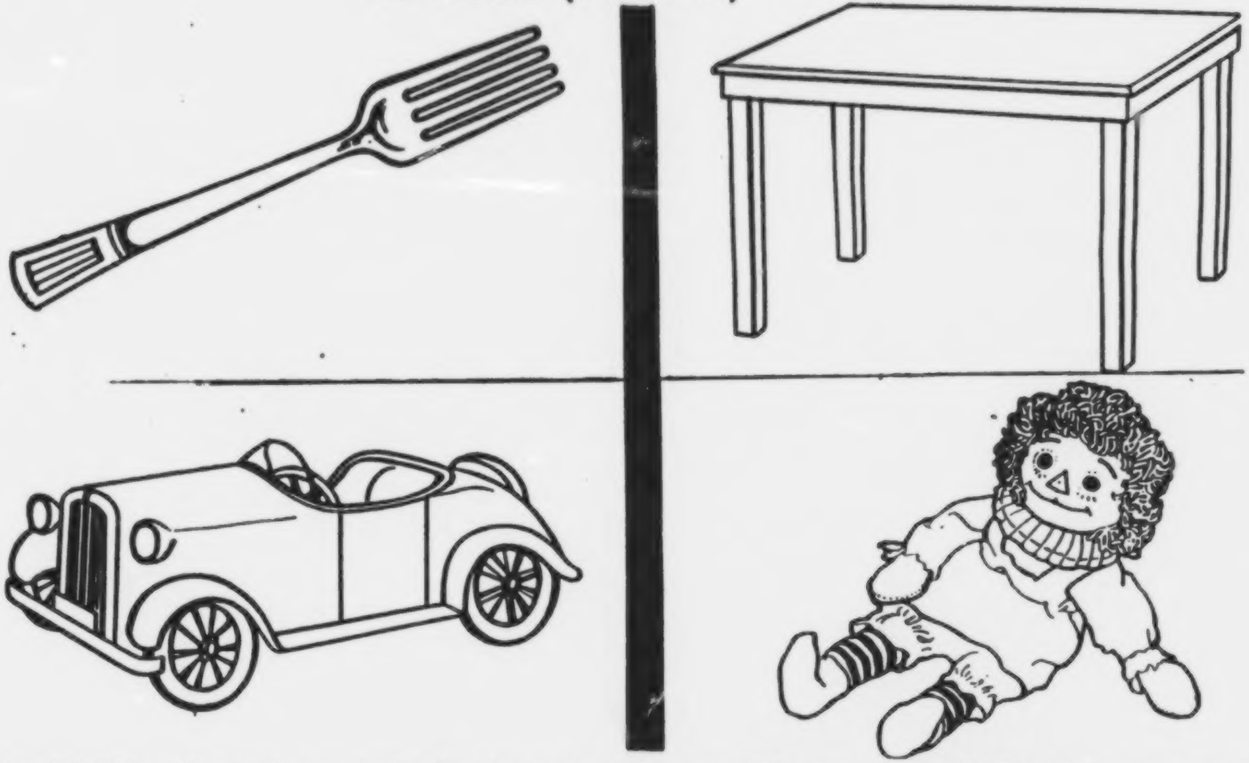
Tests for School-Age Children. The PPVT-R/TVIP is being used for children in kindergarten through second grade. As noted above, the PPVT-R has good predictive validity with school achievement, is relatively brief to administer, is available in Spanish, and has national norms. Using the PPVT-R with preschool children and with older children provides the evaluation with comparable data across the entire age range being examined in this study--three to seven years old.

Testing Adults' Basic Skills. One of the goals of the legislation is to examine the impacts of Even Start on adult participants. In general, there are two types of tests of adult basic skills--academic tests, such as the TABE and the ABLE that present reading passages and other items with academic content, and functional tests such as the CASAS that measure practical applications of basic skills. For the NEIS, the functional approach was considered to be more adult-oriented and appropriate for purposes of the national evaluation, and the CASAS was selected as the best functional test available.

The CASAS tests assess a student's ability to apply basic skills to "real life" situations, represented by pencil and paper, multiple choice questions. Exhibit 2.6 shows sample questions from the CASAS Reading Test, Level B. Test items are adult in tone and content, have a functional context, and stress application of skills. Adults find CASAS tests intriguing because

Exhibit 2.5

EXAMPLE OF TEST ITEM FROM PEABODY PICTURE VOCABULARY TEST - REVISED (PPVT-R)



Instructions to Child: I want you to look at some pictures with me. See all the pictures on this page? I will say a word; then I want you to put your finger on the picture of the word I have just said. If you are not sure, just tell me your best guess. Let's try one. Put your finger on the picture of the *doll*.

Exhibit 2.6

SAMPLE QUESTIONS FROM COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM (CASAS) ADULT LIFE SKILLS, READING TEST LEVEL B

DIRECTIONS: Read the menu to answer the next two questions.

TODAY'S SPECIALS

Today's Soup	cup	.95
	bowl	1.50
Soup and Salad		2.65

From the Grill

Hamburger	1.90
Cheeseburger	1.95
Fish Sandwich	1.85
Taco	1.60
Hot Dog	1.75

Side Orders

French Fries	1.25
Onion Rings	1.50
Yogurt	1.00

Salads

Mixed Greens	1.90
Fruit Salad	2.05

Beverages

Soft Drinks	.90
Milkshakes	1.75
Lemonade	.90
Milk	.75
Coffee or Tea	.65

9. What is the cheapest beverage at this restaurant?

A. Coffee
B. Soft drink
C. Lemonade
D. Milkshake

10. If you order a bowl of soup and a hot dog, how much will you pay?

A. $1.50
B. $2.70
C. $3.25
D. $3.40

they are unlike "school-based" tests; thus, few difficulties are reported about adult students' reactions to the test.

The test level is indicated by the letters A, B, and C, which represent beginning, intermediate and advanced levels of ABE and ESL. Two forms for each level are provided, so that one form may be used for the pre-test and the alternate form may be used for the post-test. The test level selected must be appropriate for the group of students taking the test. The CASAS is not a timed test. Each test form consists of 24 to 38 items and has been designed so that most students will finish within 60 minutes. More time may be provided for slower test-takers to finish.

The CASAS is presently being used with ABE learners in 27 states, some rural (e.g., Idaho, Nebraska, Kansas) and some urban. The test is used in adult education and in job training programs, with both native and non-native English speakers. It also has been accepted as a National Diffusion Network project. The CASAS also is being used in the National Evaluation of Adult Education Programs, a nationally representative sample of adult education programs and participants. That study will collect data on student retention, attendance, and achievement over an 18-month period of longitudinal follow-up.

Training in Data Collection Forms and Test Administration

The NEIS is a system that relies on self-reports from Even Start grantees rather than standardized data collection on the part of the evaluation contractor. To ensure that grantees have appropriate staff to conduct the data collection, each Even Start grantee was given additional funding which was used to hire a part-time project evaluator. AAI and RMC developed the NEIS forms and instructions with input from all grantees. Implementation of the NEIS was staggered so that during their first year of operations, grantees completed forms which provided information on program implementation and participant characteristics, but did not complete forms providing information on services received or child/adult tests. Each cohort of grantee staff including the project director and project evaluator was trained to administer and maintain the NEIS data collection system in two sessions. One session focused on the child and adult tests (PSI, PPVT, CASAS) and the second session focused on all other forms. As-needed technical assistance in complying with the demands of the evaluation is provided to all Even Start grantees.

Technical Assistance Activities

RMC Research provided technical assistance to Even Start projects via telephone calls, mailings, and face to face training. The primary functions of technical assistance are to ensure that projects are familiar with the evaluation requirements of the NEIS system and to answer questions projects have about the evaluation. Through ongoing communication with the projects, many potential problems regarding the completeness and accuracy of the NEIS data were avoided.

Training. The initial training for the NEIS was held in August and September in Boston. During the three-week-long training, participants attended workshop sessions on the CASAS, Peabody Preschool Vocabulary Test (PPVT), Preschool Inventory (PSI), and the NEIS forms. At the training, each project received a NEIS notebook containing comprehensive instructions for completing the evaluation. The notebook serves as a guide for the projects as they proceed through the evaluation process.

Mailings. To keep the projects abreast of updated information, six mailings were distributed to all projects. Two mailings, one in October 1990 and one in November 1990, contained updated OMB-approved versions of NEIS forms and other important information regarding the NEIS. In December 1990, the projects received additional information on reporting and completing forms. Projects were given the opportunity to review and respond to Form IIID and Form V in January, prior to the submission of these forms to the Office of Management and Budget. Scannable forms were sent to all projects in February. A sixth mailing consisted of a "receipt letter" describing the data received from each project for 1989-90 reporting year. Each project was asked to respond to the letter by submitting additional information if necessary.

Technical Assistance by Telephone. The bulk of technical assistance was delivered by phone. A total of 327 incoming and outgoing technical assistance calls were made from September 1, 1990 to May 31, 1991. Exhibit 2.7 depicts the total number of calls aggregated across all projects funded in the 1989-90 project year by month. This table shows that the number of calls increased during and directly following reporting dates for the projects as indicated by the large number of December and January calls.

Requests for technical assistance by phone covered a range of topics. The most common questions involved the submission of reports, specifically what was due and when. Another common request was for assistance with completing the forms. Other topics included requests for information about using or implementing a computerized database, scannable forms, and help with the rules governing outcome assessment. As projects become more involved in data collection and recording, their questions become more sophisticated. Many of them call for decision rules which go beyond the guidelines set forth in the NEIS notebook. More proactive methods of providing technical assistance will be necessary to ensure that all projects are aware of new issues in the use of NEIS.

Data Analysis for the NEIS

Much of the data submitted as part of the NEIS will be used in straightforward analyses which describe Even Start participants, projects, and services. Statistical summaries, frequency distributions, and crosstabulations will be the main methods used in the analysis of data collected through NEIS forms I, II, III and V.

Exhibit 2.7
Technical Assistance by Phone
(September 1, 1990 to May 31, 1991)
Number of Calls Per Month

Month	Number of Calls
September	15
October	19
November	45
December	60
January	67
February	14
March	38
April	23
May	46
Total	327

Form IV of the NEIS is used to report the results of tests administered to children and adults who participate in Even Start core services. These data will first be used to describe the status of Even Start participants at several points in time. Relational analyses will then be done to assess the relationships between test scores and other variables (e.g., family characteristics, types of services received, parent attitudes) at specific points in time.

Test data from NEIS Form IV will also be used as one measure of the impact of Even Start on adults and children. No "control group" was included in the design of the NEIS, and so test data are collected only from families participating in Even Start. In order to assess the impact of Even Start on participating children using data from the NEIS, we will first use pretest scores from Even Start children to develop expectations about the amount of growth to expect in scores on the Preschool Inventory (PSI) over a month, two months, etc. solely due to normal development and maturation. In this way, we will have a basis for predicting what scores will be achieved by children in the absence of Even Start and hence will be able to determine whether the scores achieved by Even Start children are higher than would be expected by normal development. Details on the procedure to be used are contained in Appendix C (bound separately).

While data from the PSI provides information about how Even Start children perform compared to other disadvantaged children, the PSI does not have national norms. This means that it cannot be used to answer questions about how children in Even Start perform compared to all children nationally. Therefore, the PPVT-R, which does have national norms, is included in the preschool test battery. Analyses of the PPVT-R will be done by making comparisons against national norms as well as against "Even Start norms," to be developed as specified in Appendix C (bound separately).

Finally, data from NEIS Form IV also included scores for adults who will take the CASAS functional literacy test. The CASAS has norms which have been developed on low-income populations and which should be appropriate for judging the effectiveness of Even Start. In addition, it is reasonable to assume that adults will not exhibit growth on the CASAS unless they are participating in an educational program of some sort--no developmental or maturational gain is expected, as was the case for children. Hence, it is possible to make the case that changes on the CASAS over the time that adults participate in Even Start ought to be attributed to the program.

THE IN-DEPTH STUDY

In contrast to the NEIS, which is designed to provide a common set of data on all Even Start grantees and participants, the IDS is designed to provide detailed data on Even Start by studying a smaller set of grantees and a subset of their participants. Projects selected for the IDS are intended to represent full implementation of the Even Start program. The issues addressed by the IDS include:

- The effects of Even Start on children's school readiness and on the basic skills and educational attainment of adults.

- The effects of Even Start on selected antecedents of school readiness and literacy, such as the parent's personal skills, parenting behaviors, community involvement, and literacy behaviors.

- The ways in which Even Start projects are implemented, including a description of the activities undertaken by those projects, the nature of the planned and actual collaborative activities, the costs of the project, as well as other descriptive information.

Data for the IDS includes all of the data collected on Even Start participants through the NEIS (i.e., child and adult test scores as well as the nature and amount of services received). The IDS augments this information with additional data collected through (1) an expanded parent interview with program participants, which covers areas such as the home environment, the parent's personal skills, parenting behaviors, literacy behaviors, community involvement, recall measures of services received, and parental perceptions of the program; and (2) through observation of a parent/child reading task. Where possible, experimental studies will be implemented and data will be collected from randomly-assigned program and control group families. In addition, the IDS involves a detailed description of each participating project based on interviews with project staff and observations of project operations during annual site visits.

Research Design

The IDS research design includes several key elements that are listed below and then are discussed in detail:

- The IDS is implemented in 10 projects selected from the first cohort of 73 Even Start grantees which were funded in Fiscal Year 1989.
- Families will be randomly assigned to Even Start or to a control group in as many of the 10 projects as possible.
- The IDS will involve about 20 Even Start families and 20 control group families in each of the 10 projects, for a total of about 200 families in each group.
- The IDS sample will focus on families with three- or four-year-olds.
- Assignment to groups will be done in the summer/fall of 1991, pretest data on families will be collected in the fall of 1991, and two posttests will be administered--in the spring of 1992 and in the spring of 1993.
- Measurement includes case studies of each IDS project in addition to a battery of measures to be administered to children and parents.
- A longitudinal follow-up will be designed in order to follow children into the public schools.

Number of Projects. Since the intent of the IDS is to provide in-depth understanding in a relatively small number of sites, the RFP for this study specified that 10 projects be involved. Discussions of the design throughout the first year of this project with staff at ED and with the evaluation's Technical Work Group confirmed that 10 was a reasonable number of projects to address the study's objectives.

Experimental Studies. The IDS research design calls for implementing experimental studies in as many of the 10 purposively-selected Even Start projects as possible. Random assignment is the strongest research design with which to assess program impact. However, it is not always possible to implement, particularly in a program that has already begun operations. In order for Even Start projects to be able to implement randomized studies, projects will have to be adding new families in the fall of 1991 either through program expansion or as a result of families dropping out of or graduating from the project. In addition, the pool of eligible families in the project's catchment area will have to be large enough to enable recruiting enough families to fill the program and control groups. In projects where randomized experiments are not feasible, quasi-experimental designs based on the norms developed for the NEIS will be used. The drawback of this fallback approach is that inferences about program effects for some of the projects will be weaker than if well-designed randomized studies are implemented. On the other hand, inclusion of projects that cannot implement experimental studies is justified on the basis of our interest in the unique Even Start approach and populations served by those projects.

Number of Participants. To institute an experimental design in an IDS site requires that a new set of families be recruited and randomly assigned to participate in Even Start or in a control group. This assumes that the project is able to make space (i.e., has the funds) to accommodate the new cohort of families. Given the level of funding available to the Even Start projects (average of $200,000 per year) and the number of families served on average (between 20 families and 100 families), it was clear that the IDS could not expect to achieve very large samples of participants within any given project. Therefore, evaluation staff have held discussions with Even Start project directors under the assumption that roughly 20 program families and 20 control families would be needed to participate in the IDS. This is a compromise position which recognizes the restricted samples that can be served by Even Start projects. It means that within-site analyses will be limited to simple treatment versus control group comparisons, with no opportunity for analysis of subgroups at the project level. On the other hand, pooling data across projects will allow for more fine-grained analyses since there will be a total of 100 to 200 families in each group.

Age of Children. An additional restriction on families to be included in the IDS is that they have a three- or four-year-old child who is participating in Even Start. While Even Start projects can serve children as young as one[4] and as old as seven, the main interest of the IDS has to do with children's school readiness, and restricting the study to three- and four-year-old children allows an assessment to be made within a reasonable time period. Further, solid measures are available for children in this age group. Measurement of children five to seven years old would not allow an answer to the question of improved school readiness since these children are likely to be in grade school, or if not, will have a very short experience in Even Start prior to the start of school. Measurement of children one or two years old would be possible, but measuring children at such a young age is difficult, and it would take several years for the study to be completed.

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[4] The National Literacy Act of 1991 makes it possible for children to participate in Even Start from birth through age seven.

Planning, Recruiting, and Assignment to Groups. As noted above, each of the IDS experiments (or quasi-experiments) will begin in the fall of 1991 (see Exhibit 2.8). From the first cohort of 73 grantees, 10 were purposively selected. During the spring and summer of 1991, negotiations were held with each project in order to design 10 individual research projects complete with research designs which specify sample sizes, method of recruiting and assigning families (e.g., on a rolling basis vs. assigning once recruitment is complete), and specifying the roles of the project and AAI staff in implementing the random assignment.

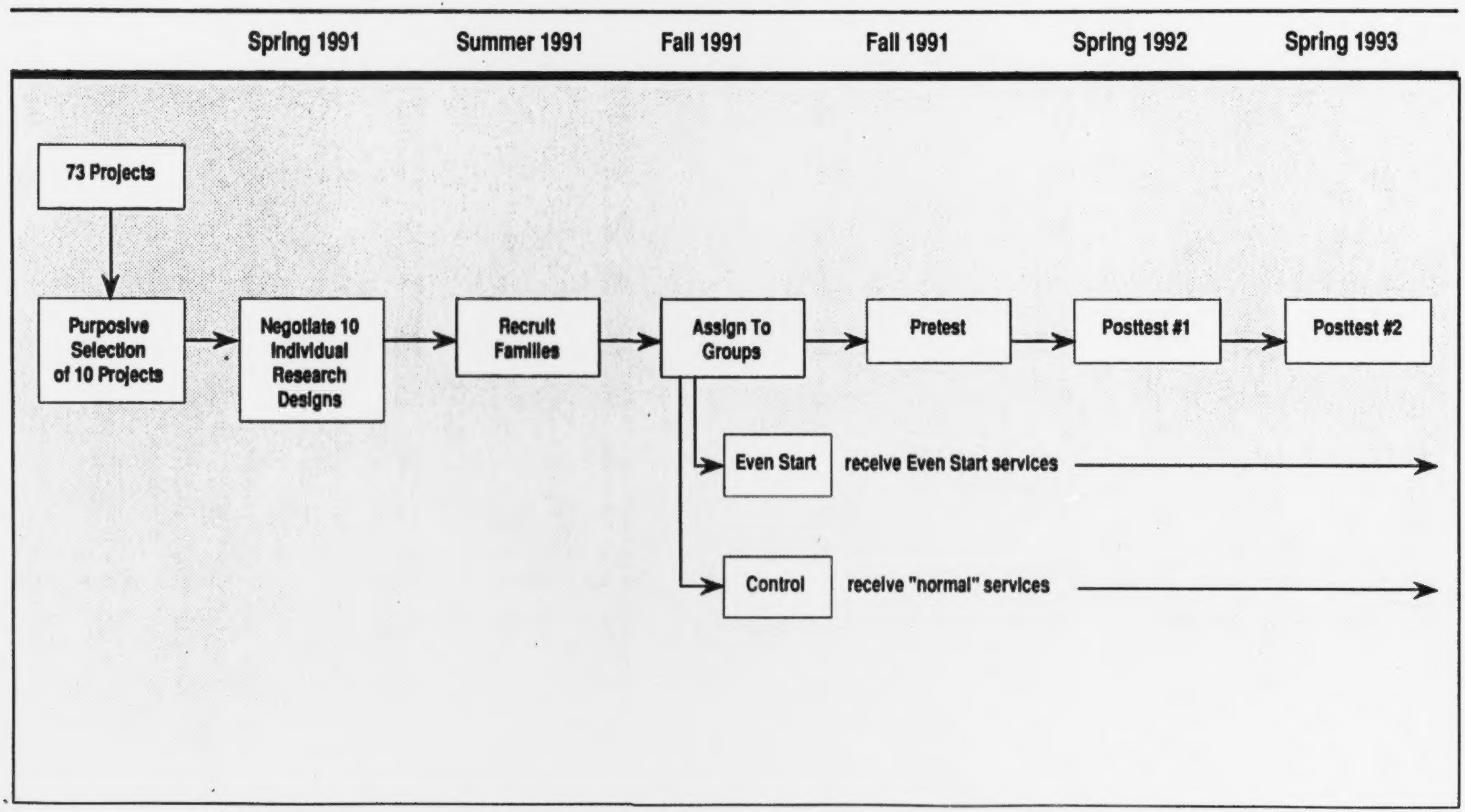
Project staff recruited families during summer 1991, and AAI worked with each project to ensure fidelity of the random assignment. Families assigned to be in Even Start will receive the services delivered by the Even Start project, while families assigned to the control group will receive whatever services they would normally receive in the absence of Even Start. Data will be collected from all families participating in the IDS by trained evaluation staff as a pretest in fall of 1991, as a posttest in the spring of 1992, and as a second posttest in the spring of 1993.

Longitudinal Follow-up. A plan will be developed in order to follow children who are currently three to four years old and who are participating in Even Start into the public schools. It is also possible that parents will be followed over time. The nature of this plan will depend on negotiations with each of the IDS grantees and with ED.

There are important design issues to be resolved in planning the longitudinal follow-up, such as whether to restrict the sample to be followed to children with "significant" Even Start participation, the size of the sample to be followed, and whether to restrict the sample to IDS projects or to broaden the base of participation. The general approach will be to obtain some or all of the following information:

- **Teacher ratings**: children's social well-being including age-appropriate social skills, age appropriate language skills, and classroom performance.
- **Data abstraction**: children's school attendance, grades, and behavior problems.
- **Parent interview**: literacy behaviors, parenting knowledge and skills, educational expectations.

Exhibit 2.8
IDS Evaluation Design


Spring 1991
Summer 1991
Fall 1991
Fall 1991
Spring 1992
Spring 1993
73 Projects
Purposive Selection of 10 Projects
Negotiate 10 Individual Research Designs
Recruit Families
Assign To Groups
Pretest
Posttest #1
Posttest #2
Even Start
receive Even Start services
Control
receive "normal" services

Sample Selection

This section summarizes the procedures used to select the IDS sample. Full details on the sample selection are contained in Appendix D (bound separately). The intent of the IDS is to study the effects and implementation of Even Start in projects where the program has been fully implemented. Therefore, the sample of 10 participating projects was drawn on a purposive basis. Further, the sample was drawn from the first cohort of Even Start projects (those first funded in the fall of 1989). In collaboration with ED, a list of criteria was developed for selecting projects. The criteria are:

Practical Criteria

- **Willingness to participate.** Projects were not required to take part in the IDS.
- **Willingness to implement a randomized study.** To the extent possible, the IDS will involve a series of project-level studies in which potential participants are randomly assigned to Even Start or to a control group. While random assignment may not be feasible in all projects, the selection of projects maximized the number of sites that were willing to implement a randomized experimental design.

Content Criteria

- **Program model.** To be selected, a project should be implementing a set of activities that form a coherent model and that are similar across sites (if the project has multiple sites).
- **Provision of core services.** Selected projects should offer or collaborate with other agencies to provide the full range of Even Start services (i.e., adult basic education, early childhood education, parent-child activities, and parenting education). Across the selected projects, differences in service delivery models and curriculum materials are of interest, although projects should not be so divergent as to preclude combining projects for overall analysis of Even Start effects.
- **Level of implementation.** Selected projects should be fully operational in their provision of services. Staff should be in place, families should be recruited, activities should be underway, and initial start-up problems should have been solved.

- **Evidence of transferability**. Projects selected for the IDS should have an approach that can be transferred to other sites, rather than a project that is primarily applicable to one particular location.

- **Focus on three- and four-year-olds**. With a relatively small sample of projects and participants in each project, the IDS will focus on projects that serve a large proportion of three-and four-year-olds so that these children can be followed into the public schools within the time frame of this evaluation.

Distributional Criteria

- **Geographic dispersion**. Projects should represent different regions of the country.

- **Urbanicity**. Projects should represent both rural and urban areas of the country.

The 10 IDS projects were selected using a multi-stage process which started at the first annual Even Start evaluation conference where the IDS was briefly described to all grantees. Of the 73 projects, 32 volunteered for the IDS. One- to two-hour telephone interviews were conducted with the directors of each of the 32 volunteering projects in order to obtain information about the nature of program activities, the location of activities, level of program implementation, program size, and the nature of collaboration with other community agencies. One-day visits were made to a subset of the projects, additional telephone calls were made, and eventually a set of 10 was selected.

Summary of Project Characteristics

Exhibit 2.9 arrays key characteristics of the 10 projects selected for the IDS. All of the projects offer or collaborate with other agencies to provide each of the core components of Even Start services: adult basic education, parenting education, parent-child activities and early childhood education. It is important that the projects selected have similarities in services provided, so that the first level of analysis in the IDS can combine data across projects to answer the question, "Overall, did these Even Start projects have an impact on families?".

Among the 10 projects there also is diversity in the nature of service delivery. The curriculum/model column in Exhibit 2.9 illustrates some of the ways that the projects differ. Variability among the models will enable a second level of analysis to address the question, "Are there types of services that seem to work better than others?"

Exhibit 2.9

CHARACTERISTICS OF EVEN START PROJECTS SELECTED FOR IDS

PROJECT	URBAN RURAL	POPULATION SERVED	CURRICULUM/ MODEL	INTENSITY OF ADULT SERVICES	RANDOM ASSIGNMENT	NUMBER OF FAMILIES
Birmingham, AL	Urban	Black	PALS computer; parent ed. based on Bowdoin materials; computers for 5-7's; preschool for 3-4's	5 hrs/week of ABE; weekly home visit of 45 minutes	Yes	37
Phoenix, AZ	Urban	Hispanic	Laubach Method for ESL; Literacy Volunteers of Am; preschool for 3's (once/wk) and 4's (4 mornings/week)	4 hrs/week ESL; 15 hrs/mo parenting; 30- min. home visit weekly (3's) or monthly (4's)	Yes	70
Golden, CO	Urban	White(54%)Hisp (30%) Hmong	P.Edward's Parents as Partners; Lang. dev. preschool; parent liaisons as case managers	20 hrs/wk ABE; biweekly home visits 1-1.5 hrs	Yes	115
Indianapolis, IN	Urban	50% Black, 50% white	Modified Kenan model (4 half-days/wk); social worker; computers	10 hrs/wk ABE and ECE; 1 hr/wk parenting; 1.5 hr/wk parent-child	No	53
Waterville, ME	Rural	White	Completely home-based; whole language; children in Head Start	4 hrs/wk ABE and parenting; 2 hrs/wk by age group for parent-child	No	21
Billings, MT	Urban	80% white, 20% Native American	Adults in ABE while children in ECE; home visits; parent workshops; parents as aides in ECE; average 6 mos. in program with 2-yr followup.	12 hrs/wk ABE; 1.5 hrs/wk parent ed; 1.5 hrs/wk as aides in ECE; biweekly home visits	No	33
Albuquerque, NM	Urban	Hispanic, white, Native American	ABE at center and indiv tutors; Head Start Parent Ed; preschool	4 hrs/wk ABE; 3 hrs/wk ESL; 1 hr/wk parent ed.	Yes	111
Reading, PA	Urban	Hispanic	Preschool during ABE; parents and children together (PACT); parent ed. as part of ABE	9 hrs/wk ABE; 1 hr home visit	No	44
Estill, SC	Rural	Black	PALS; Clemson Parenting, social worker home visitor; sequenced ABE & parenting	2 hrs/wk ABE, parent ed, parent-child; weekly home visit	No	69
Richmond, VA	Urban	Black	Bowdoin Parenting; High/Scope preschool; PACT time	26 hrs/wk ABE; parenting and parent-child together	Yes	24

One way that projects differ is in the configuration of service delivery. For example, the project in Golden uses federal Even Start funds to coordinate existing services within the community; in contrast, the project in Richmond provides all of the Even Start services to parents and children at one site. A number of projects collaborate with community colleges to provide adult basic education; others pay adult education teachers with Even Start funds and coordinate with district or community preschool programs for early childhood education.

There also is variation among the projects on the intensity of services. Based on what was learned about projects during the selection process, the intensity of adult basic education classes seems to fall into three groups, as follows:

- **2 to 4 hours/week of ABE**: Albuquerque, Estill, Phoenix, Waterville;
- **5 to 10 hours/week of ABE**: Birmingham, Indianapolis, Reading;
- **More than 10 hours/week of ABE**: Billings, Golden, Richmond.

Projects also differ in the provision of home-based activities. The project in Waterville is primarily home-based, while the project in Richmond is completely center-based and the project in Albuquerque is center-based for families of preschool and school-age children. A number of programs that offer home visits do so on a weekly basis (Birmingham, Estill, Reading, Waterville); others meet with families at home every other week (Billings, Golden); and other projects vary with the frequency of home visits according to the age of the child or need of the families (Indianapolis, Phoenix).

The 10 projects use a variety of commercially available curriculum materials such as the IBM PALS computer-assisted instruction in adult basic skills, Bowdoin parenting materials, Head Start's "Looking at Life" curriculum, and Patricia Edwards' "Parents as Partners in Reading." In addition, the projects replicate components of well-known approaches or models of literacy programs. For example, the projects in Indianapolis, Richmond, and Reading follow, to varying degrees, the Kenan Family Literacy Project's model for intergenerational literacy programs; Phoenix collaborates both with Literacy Volunteers of America to provide tutoring in basic skills and the United Way, which uses the Laubach method to teach English as a Second Language.

As a group, the 10 projects appear to represent strong Even Start models that have the potential to have positive effects on parents and children. On one hand, there are similarities among the projects to enable combining results across sites to increase sample sizes and maximize the likelihood of finding statistically significant program effects. On the other hand, there are variations among programs in service delivery which allow for closer investigations of the Even Start models or components that seem to be most effective. Taken together, the characteristics of the projects offer a rich source of information about the implementation and the effects of the Even Start program.

Measurement Plan

To address the multiple purposes of the IDS and to obtain information about the various components of the conceptual model, the measurement plan calls for a multi-phase, multi-method design that includes interviewing Even Start staff, interviewing Even Start and comparison parents, testing and observing children and adults, and observing Even Start program activities. Exhibit 2.10 arrays the components of the conceptual model and the data collection methods to be used in the IDS. Specifically, data will be obtained from the following sources:

- Interviews of administrators and direct service providers in the school district, Even Start project, and collaborating agencies. These interviews allow us to obtain information about program development, target populations, program structure, recruitment, collaborative arrangements, project costs, and local evaluation activities.

- Interviews with Even Start and comparison parents. The interview addresses several areas including demographics, family support/resources, availability of facilities, safety of the neighborhood, receipt of various services, literacy practices in the home (shared literacy events, adult's reading and writing activities, literacy resources in the home), parenting behavior and skills (home environment fostering child development, supervision and family rules, expectations for child), adult's education and employment skills, self-efficacy as a parent, locus of control, personal well-being, and involvement with schools.

- Focus groups with Even Start parents. These will be conducted to obtain parents' reactions to Even Start services and activities, as well as perceptions of the impacts that Even Start has had.

- Observation/ratings of a parent-child reading activity. This assessment measures the parent-child interactions that occur when the parent reads a book to her child. An observational rating form will be used to record both the parent's and child's behaviors.

- Standardized tests of Even Start and comparison adults' functional literacy skills. The IDS will use the CASAS as administered for the NEIS.

Exhibit 2.10

Components of Conceptual Model and Data Collection Methods in IDS

COMPONENTS OF CONCEPTUAL MODEL	PARENT INTERVIEW	PARENT CHILD READING	EMERGENT LITERACY	PARENT FOCUS GROUPS	CASAS	PSI PPVT	NEIS	SITE VISITS
CONTEXT								
Population	✓							✓
Community	✓							✓
Service								✓
INPUTS								
Resources								✓
Guidance								✓
Staff							✓	✓
PROCESSES								
Design							✓	✓
Services Available							✓	✓
Services Received	✓						✓	
Service Delivery	✓			✓				✓
OUTCOMES FOR PARENTS								
Literacy	✓	✓			✓			
Parenting	✓	✓						
Education	✓	✓						
Personal skills	✓							
Community involvement	✓							
OUTCOMES FOR CHILDREN			✓			✓		
School readiness								
School achievement								

- Standardized tests of Even Start and comparison childrens' school readiness skills. The IDS will use the PSI and the PPVT-R as administered for the NEIS, as well as selected emergent literacy tasks.

- Descriptive information on program services and operations. Program descriptions and contact hours from the NEIS.

As is shown in Exhibit 2.10, there is overlap among the data sources in order to obtain multiple perspectives, where feasible. For example, questions about service delivery will be included in the staff and parent interviews; information about parent-child relationships will be based on parent report as well as observations during the parent-child reading activity.

Parent Interview. In-person interviews with a sample of Even Start and comparison families will be a major source of information in the IDS. These interviews will be conducted by an On-Site Researcher hired by AAI, and will begin in the fall of 1991. The parent interview was developed to capture key components of the conceptual model, including information on context, process and outcome variables. In addition, the interview was designed to incorporate parent-level questions from NEIS Form IB with the same response options, so that these data from the IDS can be added to the NEIS database. The interview also uses existing scales and instruments, particularly those being included or considered for other large-scale studies, to maximize the reliability, validity, and generalizability of the parent interview data.

Exhibit 2.11 categorizes the questions on the parent interview under headings that match those of the conceptual model. The sections of the interview where the questions appear are noted in parentheses on the exhibit. Rather than following the conceptual model, the order of the interview questions was planned so that more sensitive questions come at the end of the interview. The full IDS parent interview can be found in Appendix E (bound separately).

Observation of Parent-Child Reading Task. The Parent-Child Reading Task is designed to measure the parent-child interactions of Even Start participants and control families. The measure consists of asking the parent to read a simple book to her child. This usually takes 5 to 10 minutes. Parents teach children through the medium of story book reading as they question and comment on the text and pictures, and as they initiate and respond to the child's comments. The management of the story book session reveals much about the relationship, interaction, and teaching strategies that occur between the parent and child around a pleasurable task which, if effectively carried out, promotes literacy development. While the story is being read, a trained observer uses a pre-coded rating form to record several aspects of parent-child interactions.

We have drawn on several research studies to devise a mechanism for recording highlights of a parent-child reading session as part of the IDS. Several criteria were used to select the book:

Exhibit 2.11

Outline of Even Start IDS Parent Interview

I. Context

A. Population Characteristics (Section E)

1. Demographics
    - *a. Number of adults and children in household
    - *b. Adults' birthdates and gender
    - *c. Adults' race and ethnicity
    - *d. Adults' language and English proficiency
    - *e. Adults' education level
    - *f. Adults' employment status
    - *g. Identification of adults as handicapped
    - *h. Children's birthdates and gender
    - *i. Children's race and ethnicity
    - *j. Children's prior and current education
    - *k. Children's handicapping conditions
    - l. Children's language
2. Family Support/Resources (Section F)
    - a. Type of residence and mobility
    - *b. Primary source of financial support
    - *c. Total family income
    - d. Rating of resources: **Family Resource Scale** (adaptation of Leet and Dunst, 1988)

B. Community Context (Section B)

1. Facilities
    - a. Availability of recreational, medical, cultural, religious and social facilities
    - b. Use of facilities, taking children out
2. Safety of neighborhood

*Questions taken from NEIS data collection forms

Exhibit 2.11 (continued)

II. Processes (Section C)

- ***A.** **Previous Service Participation**--social services, adult education, support groups, parent education
- ***B.** **Current Service Participation**--social services, adult education, support groups, parent education
- **C.** **Satisfaction with services**

III. Outcomes for Parents

- **A.** **Literacy Behaviors** (Section A)
  - 1. Shared literacy events with children
    - *a. Talking about daily activities, plans, telling stories
    - *b. Reading to child
    - *c. Child's involvement with reading, writing, sorting household objects, preparing food
    - *d. Teaching child letters, numbers, concepts
  - 2. Adult's reading and writing activities
    - a. Frequency and type of writing activity
    - b. Frequency and type of reading activity
  - 3. Literacy resources in the home
    - *a. Number of children's books
    - *b. Type of other literacy materials for children
    - *c. Availability of toys and other manipulatives
- **B.** **Parenting Behavior and Skills**
  - 1. Home environment to foster child development

    ***Parent as a Teacher (Strom, 1984)**, Subscales on teaching, play, and creativity
  - 2. Supervision and family rules
    - a. Amount of time spent watching television alone, interacting with adults, interacting with other children
    - b. Rules about television, chores, bedtime, mealtime
  - 3. Expectations for child
    - *a. Expectations for school performance
    - *b. Expectations for educational attainment

*Questions taken from NEIS data collection forms

Exhibit 2.11 (continued)

C. Education and Employment Skills (Section E)

*1. Basic skills/English ability

*2. Educational attainment

*3. Employment status

D. Personal Skills (Section D)

1. Self-efficacy as parent

Mastery Scale (Pearlin and Schooler, 1978)

2. Personal Well-Being (Lack of Depression)

Center for Epidemiologic Studies Depression Scale: CES-D Scale (Radloff, 1977)

E. Community Involvement (Section B)

1. Involvement with schools
    - a. Involvement with preschool
    - b. Involvement with public schools

2. Access to and adequacy of social services (Covered in Section F)

*Questions taken from NEIS data collection forms

- The book must have a story line. Previous research indicates reading stories has stronger associations with children's reading and language development than looking at books or reading wordless picture books, alphabet books, or nursery rhymes (Wells, 1985).

- The book must be available in Spanish and English to ensure comparability of subject and difficulty of the story across language groups.

- The book must have relatively easy vocabulary so that it is not too difficult for low-literate parents.

- The book must be based on subject matter appropriate for girls and boys, children from diverse cultures, and children living in urban and rural areas. Books about animals were selected to meet this criterion.

A book entitled Three Billy Goats Gruff was selected that met all of the above criteria. Parents will be asked to read the simple story to their child and can choose the English or Spanish version of the book.

The rating scale tool we have developed, presented in Appendix F (bound separately), is an instrument that the On-Site Researcher will use to record parent-child interactions and the parent's approach to reading during the brief story book reading session. The rating scale is divided into two parts. On Part I, the researcher scores the parent's management of the book, the parent's reading proficiency, and teaching strategies demonstrated as well as the child's management of the book and utterances during the session. These categories are adapted from a rating scale developed by Resnick and his colleagues (1987) based on videotapes of mothers reading to their young children, and modified by Edwards (1989).

Part I of the rating scale for the IDS also asks the On-Site Researcher to assess the level of cognitive demands of the questions that parents ask their children during the reading session. Parents' questions are coded as high demand, medium demand or low demand according to a system designed by Sigel and his colleagues (e.g., Pellegrini et al., 1985, 1990; Sigel and McGillicuddy-Delisi, 1984), based on research that suggests the specific cognitive strategies used by mothers with their children facilitate children's emergent literacy skills.

Part II of the coding scheme is completed by the On-Site Researcher after the parent-child reading activity. These general ratings of the quality of the parent-child interaction (e.g., positive affect, patience, hostility) and the parent's reading are adapted from work conducted by Lancy and his colleagues (Lancy and Draper, 1988).

Testing Adult Basic Skills. Adults in the IDS will be tested with the CASAS, the same test of functional literacy used in the NEIS. The On-Site Researcher will test the adults participating in Even Start as well as the comparison adults to ensure that the procedures are standardized across both groups. This testing will be done in place of the regularly-scheduled NEIS testing, and the data from the IDS will be added to the NEIS database.

Testing Children's School Readiness. Target children in the IDS (i.e., those three and four years old) will be tested on the Preschool Inventory (PSI) and the Peabody Picture Vocabulary Test-Revised (PPVT-R), the same tests used with three- and four-year-olds in the NEIS. As with the adults, the On-Site Researcher will test the children participating in Even Start as well as the comparison children to ensure that the procedures are standardized across both groups. As with tests for adults, this testing replaces the testing regularly scheduled for the NEIS, and the data collected through the IDS testing will be added to the NEIS database.

In addition to the PSI and the PPVT-R, a brief set of items tapping children's emergent literacy skills will be administered. Research identifies some important components of literary development: oral language development, perceptual and motor skills development, and development of cognitive and meta-cognitive processes and skills. Experiences in both home and classroom, plus the values of the home and community, contribute to its development. Children in literate homes begin to learn to read and write very early in life. At two and three years of age, they encounter print and have ideas about the process and purposes of reading and writing. Young children are involved in their own literacy development through social interaction with literate parents or other literate persons, through explorations into written language, and observing the literacy practices of adult models (Teale, 1986a). Emergent literacy constructs include the child's knowledge of some basic information (ordinal position, colors, shapes) as well as more specific information about book and print knowledge.

No single emergent literacy test reviewed for this evaluation was ideally suited to Even Start participants. Furthermore, basic concept development is already assessed to some degree in the PSI, and we did not want to repeat these items. Instead, a simple assessment of emergent literacy was created from existing instruments to complement data collected on the PSI. The Child's Emergent Literacy Task, shown in Appendix G (bound separately), includes items assessing orientation and directionality of text, recognition of letters and punctuation, purposes for reading, and children's knowledge and skills in writing their own name and age. These represent items common to several tests reviewed, including: Beginning Education Assessment developed by Mason and published by American Testronics, Early School Inventory-P (Psychological Corporation), Concepts about Print developed by Clay and published by Heineman, Developing Skills Checklist (CTB-McGraw/Hill), and Test of Early Reading Ability (ProEd).

Items on the PSI related to literacy development include concepts of shapes, colors, body parts, and positioning words like "under," "over," and "behind." Thus, information related to concepts of emergent literacy will be available from two sources.

Even Start children may not have experienced a strong immersion in literacy events at home for several reasons: lack of parental models, parenting practices which do not foster its development (e.g., lack of story reading or infrequent or low level story reading at home), and a lack of discretionary income with which to create a literate home environment (Nickse, 1989). Even Start program activities, parent-child events, parenting classes and special events combined with quality early childhood programs with a special concentration on emergent literacy foster the development of this critical construct. A desirable outcome from effective programs would find that Even Start children perform better than control children on measures of emergent literacy--an important precursor which sets the stage for school-based instruction in reading and writing.

Site Visits to In-Depth Study Projects. During annual site visits to each IDS project, AAI staff observe program activities and conduct interviews with staff who provide Even Start services, including those employed by the project, the school district and collaborating agencies. The overarching goal of these visits is to obtain rich, descriptive information about program implementation from multiple perspectives. The interviews are based on unstructured interview guides that list the topic headings and subheadings to be covered in staff interviews (a copy is contained in Appendix H, bound separately). The topic guides are individualized according to specific responsibilities (e.g., direct service provider or administrator), content area (e.g., early childhood education or adult basic education), and location of provider (e.g., Even Start or collaborating agency). This approach allows conversation to flow more naturally than with structured questionnaires that have an invariant order of questions, and ensures that key topics are covered across all sites.

The site visits will be useful in planning a cost study for Even Start. Information about project operations, such as the magnitude of the cash or in-kind local contribution, the number of staff from collaborating agencies, and whether classes are primarily for Even Start participants or include nonparticipants will be collected in 1991. It will then be possible to plan a cost or expenditure study during the site visits conducted in the spring of 1992. Knowing the number and various configurations of staff, a small-scale expenditure study could be planned where staff time logs over a one-week period are used to allocate salary figures to direct service and administrative categories and compute per-family costs.

The site visits in 1991 will focus on broad categories of expenditures and the decisionmaking process regarding funds. Project directors and administrators from the district and collaborating agencies will be asked questions about general categories in which the federal dollars and in-kind contributions are spent. We will also inquire about how projects decide how to spend the federal dollars and local contribution. In addition to obtaining information to plan a more detailed cost study next year, this information would answer a number of interesting questions such as, "How do projects use the federal dollars?" and "How do projects make the decisions about paying directly for services versus leveraging with other community agencies?" Based on these results, a more detailed cost investigation will be proposed for in the following year.

Parent Focus Groups. To collect parents' reactions about Even Start services and activities, parent focus groups will be conducted with a sample of Even Start parents participating in the IDS. This strategy was recommended by members of the Technical Work

Group. The focus groups will be conducted during the site visits in the spring of 1992 and 1993 and will be organized around three sets of questions:

- What types of Even Start activities did you participate in? Where there some types of activities you did not want to participate in?
- What did you think of these activities? Which were the most valuable? What would you change?
- What effects do you think your participation has had on you and your family? Which services have had the greatest impact?

Data Analysis for the IDS

The analysis of data will include basic descriptive information for each IDS project as well as analyses of the effectiveness of Even Start across all IDS projects, for subsets of projects, and for each project.

Simple descriptive analyses will be presented in order to describe the activities of each IDS project. These analyses will draw upon data collected in the case studies. Additional descriptive analyses will draw upon data collected through parent interviews in order to describe the characteristics of Even Start and control group families. The results of descriptive analyses will be presented for each project, as well as across all IDS project. Next, relational analyses will be performed to assess the effect of Even Start on each of several outcome variables and to assess the relationships among outcome variables. In addition to testing the effect of Even Start on each outcome of interest, we will also test the hypothesis that measures in some outcome domains (parental personal skills, parenting behaviors, literacy behaviors) are the antecedents of measures in other outcome domains (children's school readiness and parent's education and functional literacy). Finally, many of the measures proposed for use in the IDS are also being used in other large-scale studies that are currently being conducted. If data are available from those studies, comparisons will be made between Even Start participants and the program and comparison groups from those studies.

A wide range of outcomes will be examined as part of the IDS. The major areas identified in the research questions for this study are children's school readiness and the educational attainment of adults. In addition, many antecedents of these two key outcomes will be examined. The evaluation design will allow experimental comparisons to be made between families that participated in Even Start and families that did not participate over one school year and over two school years. Analyses of interest include experimental comparisons of the effects of Even Start for each IDS project, for subgroups of projects, and for all IDS projects, as well as analyses which examine whether the measures hypothesized as antecedents of child and parent outcomes can be used to predict those outcomes. Examples of subgroups of interest include urban versus rural projects, as well as groups of projects that share common service delivery components.

OTHER LOCAL EVALUATIONS

After they have met requirements for the NEIS and the In-Depth Study, grantees have the option of conducting other local evaluation activities that they think are necessary or appropriate. Local evaluation activities can be funded through the project's evaluation budget, but must be approved by ED, typically through the continuation grant. Technical assistance in conducting local evaluations is available through the national evaluation contractor.

LOCAL IMPACT EVALUATION FOR PEP/NDN QUALIFICATION

In accordance with Section 1058(c) of the Even Start legislation, Even Start projects should submit evidence of their effectiveness for approval by the Department of Education's Program Effectiveness Panel (PEP). A project that is approved by the PEP is entered into the National Diffusion Network (NDN). The project may then apply to NDN for additional dissemination funds as a developer/demonstrator project.

In order to qualify for the National Diffusion Network (NDN), a project must provide evidence of its effectiveness and replicability. ED has established a two-step process to review the evidence. The local project's submission is first reviewed by the program office which provided the grant or which administers programs similar to the one being proposed for dissemination. Once cleared by the program office, the submission is then sent to ED's Program Effectiveness Panel (PEP) for review and approval. PEP is a panel of technical experts in evaluation methodology. If approved by PEP, the project enters the National Diffusion Network.

The Office of Elementary and Secondary Education (OESE) will review PEP applications, with Office of Policy and Planning assistance. However, since Even Start projects are innovative, requiring the establishment of new linkages within agencies and with local communities, full implementation of the project may take one or more years. It is not expected that projects will have impact data and be ready to submit to PEP until their fourth year of operation. In order to comply with the legislative requirement for annual review, plus monitor needs for technical assistance, OESE will ask each Even Start project to include a status report on the PEP submission in their annual continuation application. Projects which have assembled favorable evaluation evidence on their programs will be expected to proceed with PEP submission. Each project will be expected to develop a PEP submission unless it:

- Is not fully implemented; that is, does not have all three main components fully operational.

- Is fully implemented but has operational problems with one or more components.

- Serves as a majority of its child participants, children for whom there are no standardized measures (e.g., children age one to two or children with a primary language other than English and for whom no standardized measures exist), or has objectives which the PSI and PPVT do not measure well. The CASAS and most other adult literacy tests are valid measures of English proficiency and can be used to measure the progress of limited English proficient adults who are learning English.

- Has unfavorable evaluation results.

- Has incomplete results. In most cases, projects will need at least two years of positive evaluation results.

A project ready to develop a submission to PEP must have evaluation evidence of superior effectiveness for child school readiness or early school achievement, progress in improving adult literacy or obtaining the GED for adults, documentation of regular adult education attendance, and supporting data for improved parenting skills, attitudes, and knowledge.

Data for PEP submissions can be drawn from several sources. All projects have access to data from the NEIS, which includes a wide range of information describing participating families and the Even Start services that they receive, measures of childrens' school readiness and adult literacy, limited measurement of parenting skills, and information on Even Start staff. The 10 projects participating in the In-Depth Study will have access to additional data on parenting skills, parent-child interactions, family resources, and children's emergent literacy, as well as information from case studies and cost analyses. Finally, all projects have the option of augmenting this existing data with additional information based on their own evaluations.

Technical assistance in conducting local evaluations and preparing PEP/NDN submissions will be available through the national evaluation contractor. In particular, training sessions will be provided at the annual evaluation conference.

CHAPTER 3

STATUS OF REPORTING AND DATA QUALITY FOR PROGRAM YEAR 1989-90

This chapter describes the data on the National Evaluation Information System that were requested from and submitted by Even Start projects that were operated by local education agencies and funded in the fall of 1989. It also describes data quality checks and levels of missing data.

PROJECT REPORTS FROM THE 1989-90 PROGRAM YEAR

Beginning in January of 1990 and continuing into the fall of that same year, staff from the Department of Education and staff from Abt Associates Inc. and RMC Research Corporation (the evaluation contractors) worked on the design for the NEIS and developed several drafts of the NEIS instrumentation. All Even Start projects collaborated in the design and in reviewing and commenting on the resulting data collection forms, through discussions at national meetings and review of drafts via the mail. The effect of this in-depth collaboration over a six-month period was that forms were submitted to the federal Office of Management and Budget in the summer of 1990, and approval to begin data collection was granted in October of 1990. Because Even Start projects began service delivery during the 1989-90 school year, data for the 1989-90 program year were collected retrospectively, from records that Even Start projects had maintained based on early drafts of the NEIS forms.

Immediately following the start of data collection in October 1990, each of the 73 Cohort 1 Even Start projects was asked to submit a report describing the characteristics of their project and the families served from 1 October 1989 through 31 May 1990. This eight-month reporting period is referred to as the 1989-90 program year throughout the present report. Future annual reports will cover program years on a June through May cycle. For example, the second annual report will be for the 1990-91 program year and will cover the period from 1 June 1990 through 31 May 1991.

A letter was sent to projects informing them that the due date for the 1989-90 program year report was 30 November 1990 and requesting that each project complete, on a retrospective basis:

- one "Program Implementation" form;
- a "Participant Characteristics at Intake" form for each family that received Even Start services at any time during the 1989-90 project year; and
- an "Other Participant Characteristics" form for each family that received Even Start services at any time during the year.

When data collection began, some families had already left the program and could not be located for data collection. To avoid the burden of searching for families who had left the program, projects were allowed to limit the reporting of data on families as follows: (1) complete data were to be reported on families who were receiving services as of 15 December 1990; but (2) family-level data did not have to be reported on families who left the project prior to 15 December 1990 (unless those data had already been collected).

Even though it was done retrospectively, a complete Program Implementation form was requested from all Even Start projects that were operational during the 1989-90 program period. However, for several reasons, data collected on Even Start participants was expected to be incomplete. First, reporting of data on participant characteristics had to be done retrospectively, and unless the standard record keeping practices of all projects prior to approval of the NEIS included all NEIS data elements, participant data were bound to be incomplete. For example, until OMB approval was obtained, only some of the projects collected income data on all of the families served. Hence, the aggregates of project reports presented in this document yield incomplete information on the distribution of family income for Even Start participants.

In addition, projects which held less inclusive definitions of Even Start participation than that used for the NEIS or which failed to collect minimal data on all families served reported on fewer families than were actually served. For example, a project whose core services to some families were provided only by cooperating agencies may not have collected any data on those families. Hence, these "served but not counted" families would not appear in the NEIS, leading to an underestimate of the true number of families served through Even Start. Problems resulting from retrospective reporting are noted as they bear on the interpretation of findings.

Exhibit 3.1 summarizes the data submitted by projects as of 30 April 1991. All but one of the 73 projects began implementation before the end of the reporting period, 31 May 1990. Seventy-one of the 72 implemented projects submitted the Even Start Program Implementation form for the 1989-90 program year. Sixty-six of the 72 operating projects submitted information on individual families and family members who received Even Start services. Five projects confirmed that they did not serve families until after 31 May 1990 and two projects did not submit family-level information.

Immediately after the start of data collection, projects were given one month to submit their first report. The 1989-90 report, due 30 November 1990, was to cover the period from

1 October 1989 through 31 May 1990 (the 1989-90 project year). The 1989-90 report was to include a report of program characteristics and of the families the program served during the period of performance ending 31 May 1990.

Exhibit 3.1

NEIS DATA STATUS[1]
(1989-90 Program Year)

Program Implementation Form

71	Projects submitted the Program Implementation Form
1	Project did not begin implementation until after 31 May 1990
1	Project did not submit the Program Implementation form

Participant Characteristics Forms

66	Projects submitted information on individual families and family members participating in Even Start services
5	Projects did not serve families until after 31 May 1990
2	Projects did not submit family-level information

[1] All reports cover Even Start program operations from 1 October 1989 through 31 May 1990. 73 projects funded.

As is shown in Exhibit 3.2, about one-third of the projects submitted participant-level NEIS reports covering the 1989-90 project year by 30 November 1990. Another third of the projects submitted participant information by 31 December 1990. RMC Research made an average of five calls per project to the remaining projects, offering assistance and encouragement to complete the NEIS report for 1989-90. As a result of these follow-up activities, all but one project submitted some information about its first eight months of operation.

Exhibit 3.2

DATES INFORMATION RECEIVED
(1989-90 Program Year)

Date Information Received	Program Implementation (N of Projects)	Participant Characteristics at Intake (N of Projects)
By November 30 1990 (due date)	23	24
1 December - 15 December	24	21
15 December - 31 December	3	3
1 January - 15 January	4	5
15 January - 31 January	11	6
1 February - 15 February	1	0
15 February - 28 February	4	2
1 March - 15 March	0	1
15 March - 31 March	0	1
1 April - 15 April	0	1
15 April - 30 April	1	0
1 June or later	0	2
Total	71	66

Since projects were required to submit their second report only two weeks later than the first report, on 15 December 1990, some confusion occurred and data on Participant Characteristics at Intake were mixed for the two reports. For example, several projects inappropriately submitted data for families served after 31 May 1991 in their 30 November (1989-90) report. Other projects, also inappropriately, did not submit some or all of their 1989-90 Participant Characteristics at Intake forms with their 30 November report, but submitted them with their 15 December report. RMC Research had to sort through Participant Characteristics at Intake forms for the two reports to determine which forms belonged with which report.

The 66 projects which submitted Participant Characteristics Intake forms provided data on 2,778 families--an average of 42 family forms per project. However, projects did not collect intake data from all families, and so the 2,778 families with intake information is a subset of the total number of families served by Even Start. For the 2,778 families with intake information, projects reported individual-level data on 4,476 adults and 4,802 children in the age range eligible for Even Start.

Sixty-four projects submitted information on Other Participant Characteristics on 2,563 families. This form requests information thought, perhaps, to be unknown at intake (e.g., special needs of children) or too sensitive to require of families at intake (e.g., disabilities of adults). The form also includes items to record the Even Start core and support services for each adult and each eligible child in a participating family by 31 May of each year.

DATA QUALITY CHECKS

The NEIS collects basic demographic information not only on adults and children participating in Even Start core services but also describes "Even Start families" by gathering information on all adults and all children of eligible age (i.e., one through seven years old for the 1989-90 project year) in Even Start households. It was not assumed that all adults or eligible children in a family would participate in core services. Only one adult in a two-parent household might participate, or adults within one household might participate in different types of core services or participate at different levels of intensity.

Because OMB approval for the NEIS forms was obtained after the end of the 1989-90 reporting year, most of the NEIS data was collected retrospectively, based on information that projects had collected without specific knowledge of what was included in the NEIS forms. Most projects had not collected detailed information on family members, particularly adults, who were not actively participating in Even Start core services. As evidenced by the discussion of data quality issues below, the information submitted for the 1989-90 project year cannot be assumed to convey a totally accurate description of all Even Start households. Much of the discussion in the sections which follow is focused only on adults and children who participated in Even Start core services. These are the individuals on whom the most complete information was available.

Missing Data

Some families had already left the program by the time the NEIS forms were available. For these families, the project was limited to reporting the data that had already been collected for its own records--no new data could be collected. Some projects did not submit data for families for whom the available information was very sparse. Of the 2,778 families for whom data on Participant Characteristics at Intake were submitted, the Other Participant Characteristics form was not submitted for 215.

The percentage of missing data for individual questions on the NEIS forms is presented in Exhibit 3.3. Information reported on Participant Characteristics at Intake is presented for all families, adults and children for whom information was submitted. Because non-participating family members were disproportionately dropped from the reporting forms, participation in core and support services and other information reported at the end of the reporting year is presented only for those adults and children who actually participated in Even Start core services.

There is a high percentage of missing data concerning employment (19%) due to the fact that early versions of the NEIS forms, which were sent to projects for review and used for training, did not have questions on employment status of adults. Questions on employment status were added to the NEIS forms during the OMB approval process. Projects which took the initiative to begin collecting information before OMB approval and submitted data using the draft forms contributed the majority of missing data on employment.

Birthdates were used to define eligibility of individual children for core services. The original instruction to projects was that they should include individual information only on children between the ages of one and seven. This was amended to include younger children, so they would not need to be added later, as they became eligible. If no birthdate was provided, it was assumed that children were within the Even Start eligible age range.

Consistency of Individual Identification Across Separate Forms

In order to assure the confidentiality of information on the NEIS forms, no names of Even Start family members were submitted to RMC Research. Unique family sequence numbers and individual identification letters were assigned by the projects. Birthdates were chosen as a means of checking on the consistent use of family and individual identification codes for information collected about the same individual at different points in time (i.e., on separate NEIS forms). The match between birthdates, corresponding to individual identification letters submitted on the Participant Characteristics at Intake form and those submitted on the Other Participant Characteristics form summarizing participation over the year, was an important part of the data quality checks. For 5% of child records and 4% of adult records the birthdates did not match. In most cases this was due to an error in recording the birthdate, either in the data acquisition or data entry process. In some cases, however, the identification letters for family members had not been used consistently. This type of quality check was not possible because of missing birthdates for 32% of the adults, and 8% of the children.

Inconsistency in Numbers of Family Members Reported

In order to describe Even Start households, the Participant Characteristics at Intake form contained questions about the number of adults in the household and the number of children below age one, from one through seven, and eight and above. As a check on the consistency of the data, these numbers were compared to a count of the records created from individual-level

Exhibit 3.3
Percent of Data Missing from NEIS Forms
(1989-90 Program Year)

Variable	Participants and Nonparticipants	Core Service Participants
Characteristics of the Family Unit		
Number of adults	3.4 %	
Number of children	3.0	
Number of children < 1	1.9	
Number of children 1 through 8	3.9	
Number of children 8 through 16	2.1	
Family Structure (couple, single parent, etc.)	1.4	
Primary source of financial support	9.4	
Level of annual family income	20.6	
Characteristics of Adults		
Date of birth (Age)	31.5 %	
Gender	2.1	
Race/ethnicity	10.4	
Educational attainment	10.1	
Education in/outside USA	8.1	
Employment status	18.5	
Length of current employment status	18.0	
Primary language of adults	2.5	
If not English:		
How well adult understands English	18.5	
How well adult speaks English	12.1	
How well adult reads English	17.9	
What language adult uses to read to child	16.6	
From end of year information (Form IB, Part C):		
Birthdate (for matching intake and other records)		42.7 %
Identified as disabled ?		5.1
Source of identification information		36.0
Employment status		19.4
Length of current employment status		15.8
Characteristics of Children		
Date of birth (Age)	8.2 %	
Gender	3.2	
Race/ethnicity	2.3	
Formal educational experiences in the past	19.4	
Formal educational experiences receiving now	17.3	
From end of year information (Form IB, Part C):		
Birthdate (for matching intake and other records)		16.0 %
Identified as "special needs"		1.7
Source of identification information		10.1
Primary language		2.8

information submitted for adults and children within the family. As might be expected, due to the retrospective data collection issues, in nearly 10% of the family records the number of individual records on adults was fewer than the number reported to live in the household. On the other hand, another 10% of the family records indicated fewer adults living in the household than the number of individual records. This was due, in large part, to single parents with other adults present in the household.

The number of individual records on children was fewer than the number reported to live in the household in nearly 10% of the family records. It was more common (17% of families) that the family records indicated fewer eligible children living in the household than the number of individual records. Nearly 4% of child records indicated that children were included who were older than eight years of age; nearly 6% of child records indicated that children were younger than one year of age at the end of the reporting period. There were some cases in which children were not part of the household but were cared for by the Even Start adult who were included.

CHAPTER 4

CHARACTERISTICS OF EVEN START PARTICIPANTS IN PROGRAM YEAR 1989-90

This chapter presents data that describe Even Start participants during the 1989-90 program year in terms of household composition, race and ethnicity, income, educational and employment status, primary language, and other variables. Additional information is presented in Appendix I (bound separately).

HOUSEHOLD COMPOSITION

As is shown in Exhibit 4.1, the largest percentage of families participating in Even Start described themselves as couples with children (50%), followed closely by single parent households (40%). Nine percent of households included extended family (e.g., grandparents, aunts, uncles, cousins, etc.). One percent of Even Start households fit into the "other" category, primarily encompassing children living with grandparents, stepparents or guardians, or non-related children for whom the Even Start adult was the primary caregiver.

The number of adults and children living in Even Start households is presented in Exhibit 4.2. Consistent with descriptions of family structure, the majority of households included two adults (54%), followed by households with one adult (38%). Five percent of households included three adults, only 3% included four or more. Most households included one (21%), two (33%) or three (27%) children. Twelve percent of households included four children, and 7% included five or more children.

Exhibit 4.3 shows family composition by age of child. The top portion of the exhibit shows that the majority of families included one (43%) or two (36%) children in the Even Start eligible age range, that is, children ages one through seven. Fourteen percent of households included three eligible children, and 4% of households included four eligible children. Less than 1% of households included five or more children in this age range. Nearly 15% of households included children less than one year of age (see the middle portion of the exhibit). Thirty-nine percent of households included children between the ages of eight and 16, primarily with one (22%) or two (11%) children in this age range (see the bottom portion of the exhibit).

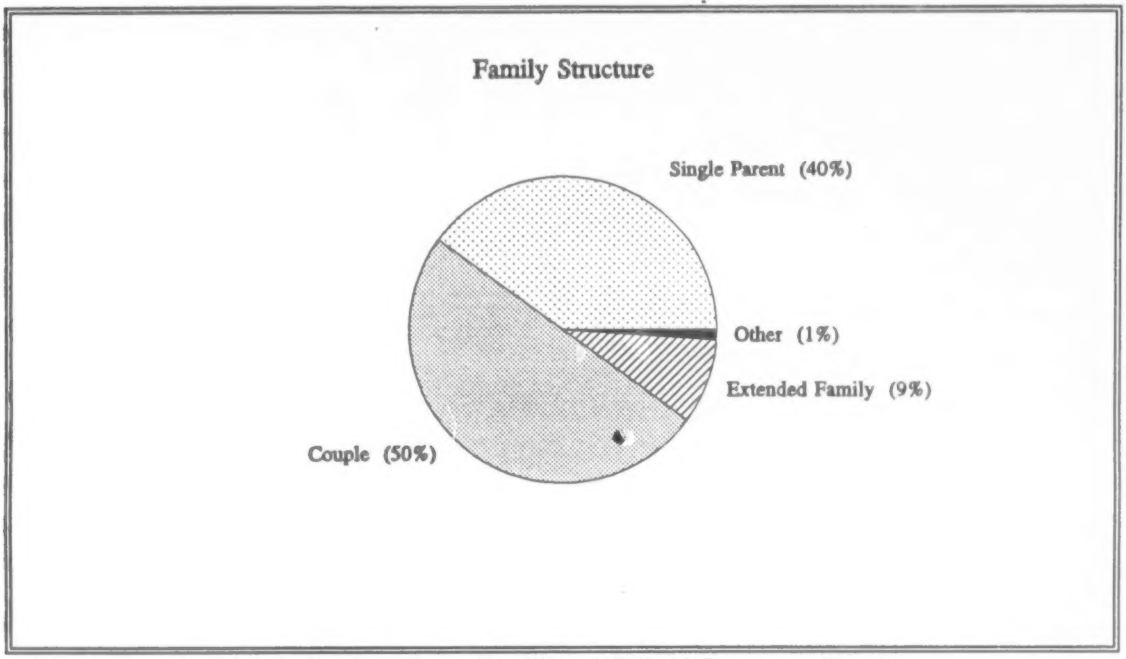


Exhibit 4.1. Structure of Even Start Families (1989-90 Program Year)

INCOME: SOURCE AND LEVEL

Exhibit 4.4 presents a breakdown of sources of financial support for Even Start families while Exhibit 4.5 indicates the range of family income reported. The primary source of financial support reported for Even Start families was fairly evenly divided between job wages (52%) and government assistance (48%). Alimony/child support and "other" each made up 2% of responses. The median annual income reported was under $10,000, with more than two-thirds of the households reporting annual income in the lowest two categories (35% less than $5,000, 36% between $5,000 and $10,000). Seventeen percent reported incomes in the $10,000 to $15,000 range, and 12% report incomes above $15,000. These percentages reflect information provided for 2,207 households; the range of annual family income was not reported for 21% of households.

AGE, GENDER, RACE/ETHNICITY, EDUCATIONAL ATTAINMENT, AND EMPLOYMENT STATUS OF PARTICIPATING ADULTS

Demographic information was reported on 4,476 adults in 2,778 families. This number included many adults in households who did not participate in Even Start core services. The characteristics presented below primarily describe the 2,473 adults who were reported to have participated in Even Start core services. Where appropriate, characteristics of participating adults are contrasted with adults in Even Start families who did not participate in core services.

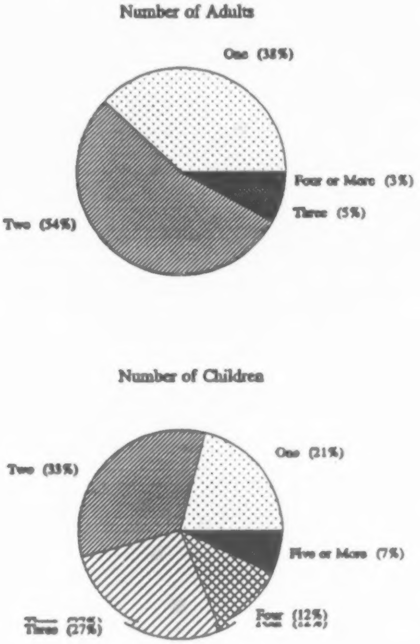


Exhibit 4.2. Number of Adults and Children in Even Start Households (1989-90 Program Year)

Age. Birth dates were reported for 66% of participating adults. The breakdown of age for adults is presented in Exhibit 4.6. The majority of adults were between the ages of 22 and 39: 47% in the 22-29 age range, and 33% from 30-39. Ten percent of adults were between the ages of 18 to 21 and just over 1% were younger than 18. Seven percent of Even Start participants were between the ages of 40-49, while 2% were 50 years or older.

Gender. Exhibit 4.6 also displays the gender of adults participating in Even Start core services. Eighty-two percent of adults who participated in Even Start core services were female, while 18% were male. The proportions of females and males present somewhat of a contrast to the distribution when all adults in Even Start households are included. Of the 4,380 adults for whom gender was reported, 64% were female, and 36% male.

Race/Ethnicity. Exhibit 4.7 shows a breakdown of racial categories reported for participating adults. The actual numbers of responses, including separate listings for all Asian/Pacific Island categories, can be found in Appendix I. The racial categories reported for

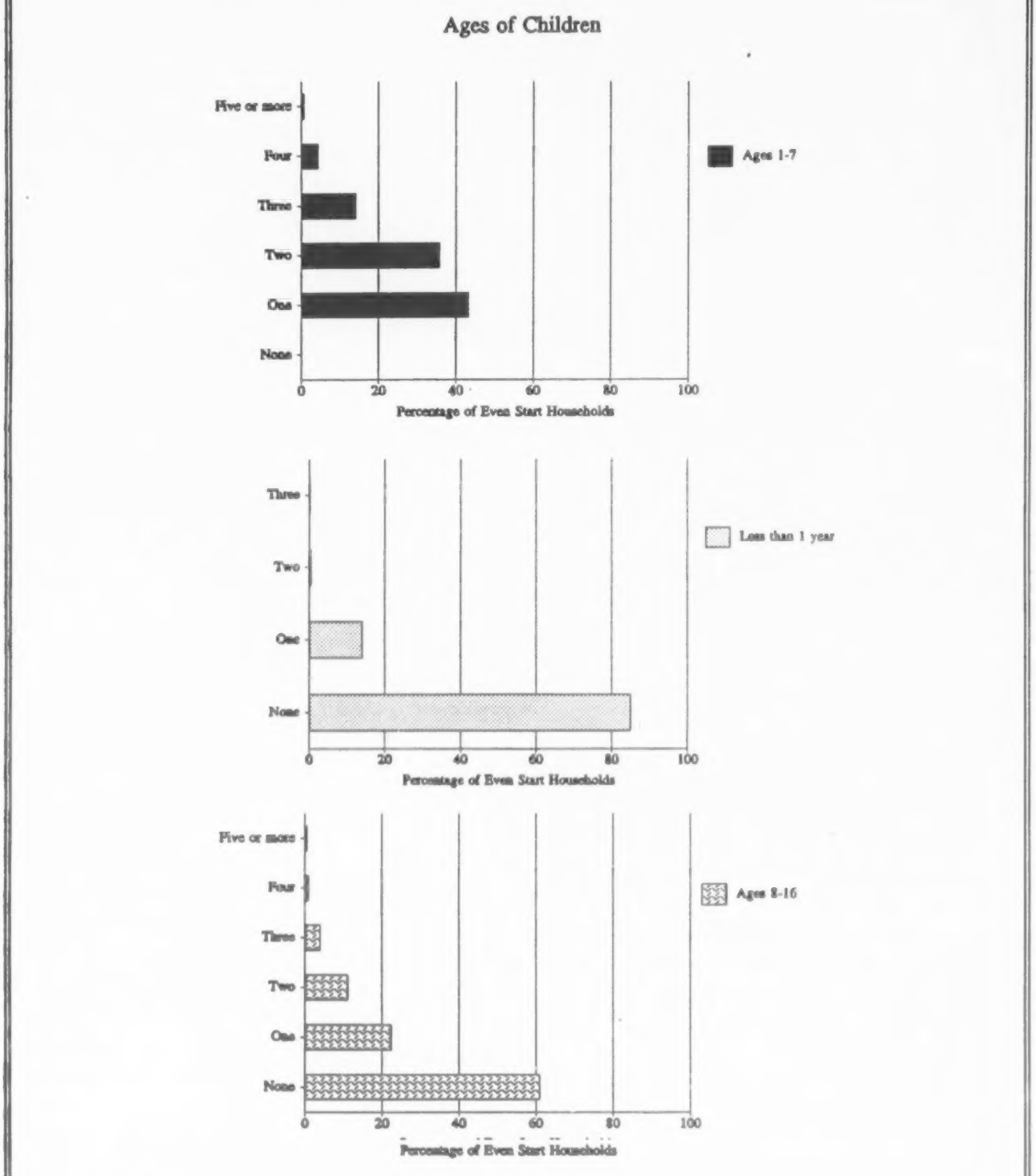


Exhibit 4.3. Numbers of Children by Age Category (1989-90 Program Year)

Even Start adults were primarily white (38%) and black (36%). Five percent of adults

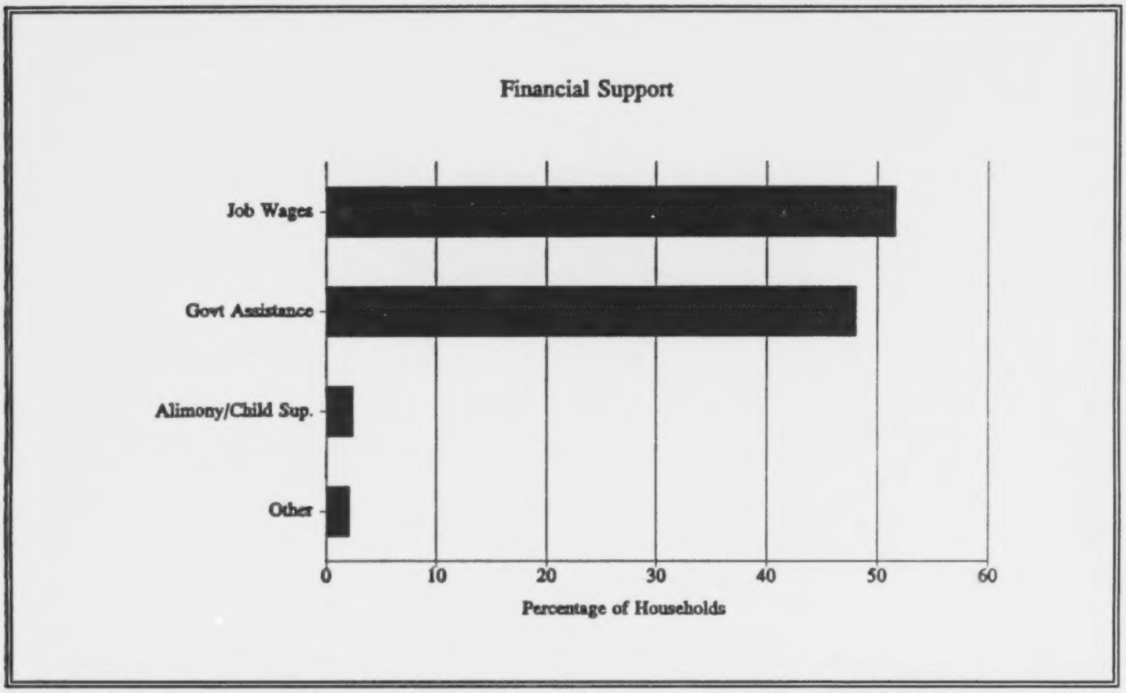


Exhibit 4.4. Sources of Financial Support for Even Start Families (1989-90 Program Year)

categorized themselves as Native American, mostly from the Navajo, Sioux, Chippewa, Cheyenne, Crow, and Cherokee tribes, while 3% selected a category of Asian or Pacific Island origin. Within the Asian/Pacific Island category, the specific groups most frequently marked were Chinese, Japanese, Hawaiian, Korean and Vietnamese, each representing about 0.5% of all participating adults. One percent of participating adults listed other races; these included Haitian, Iranian and other Middle Eastern nationalities, and Ethiopian.

Nearly 17% of adults did not specify a racial category but listed Hispanic as their ethnic heritage in a separate question. Of this group, 88% listed their background as Mexican, Mexican-American or Chicano, 6% listed Puerto Rican, and 6% selected "Other Spanish."

Educational Attainment. The distribution of years of educational attainment prior to participating in Even Start is displayed in Exhibit 4.8. The solid line represents adults participating in any type of Even Start core service. The dashed line represents **non-participating** adults from families in which at least one adult participated in some type of Even Start core service. For participating adults, there are three peaks in the distribution, a minor one at six years of schooling (5%), a major peak covering 9, 10, and 11 years (12%, 17% and 16% respectively), and another representing adults with a high school diploma (15%). Six percent of adults have less than six years of formal schooling, another 15% have between six and eight years, 3% have acquired a GED and 4% reported some post secondary education.

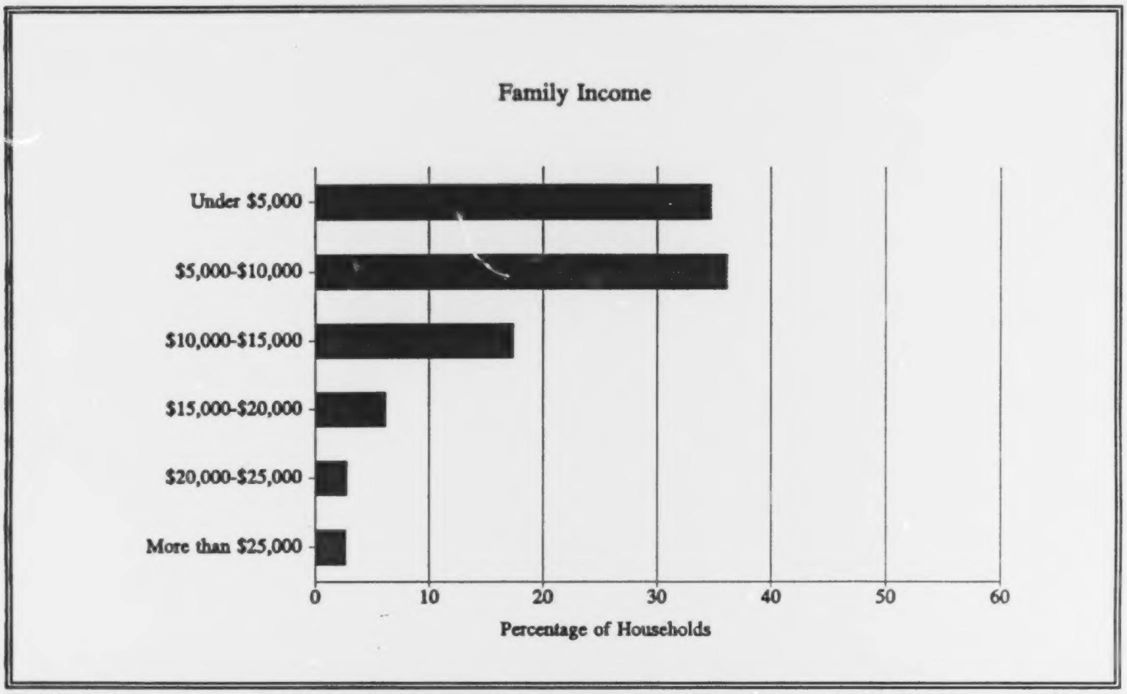


Exhibit 4.5 Range of Financial Support for Even Start Families (1989-90 Program Year)

The distribution for non-participating adults shows a higher level of education. The peak for high school diploma (23%) is distinctly higher than that for grades 9, 10, and 11 (6%, 11%, and 10% respectively), and more than 6% have some postsecondary schooling.

Exhibit 4.9 contrasts the years of schooling for the 1,451 adults who participated in Even Start adult basic education (ABE) core services with adults who did not participate in Even Start ABE services, but who were in families in which another adult did receive ABE core services. This graph clearly separates the two schooling peaks. The peak at 9 to 11 years of schooling represents those adults taking advantage of ABE services; the peak at high school diploma represents a group which did not participate in ABE, but many of whom participated in parenting core services.

Employment Status at Intake. Due, in part, to the retrospective nature of data collection for the first program year and, in part, to the fact that questions about employment were not on the draft version of the data collection forms, information on employment status was not available for more than 18% of all adults and 17% of participating adults. The basis for the percentages presented below is the total number of adults on whom this information was available.

As is shown in Exhibit 4.10, 21% of adults participating in Even Start core services reported being employed full-time, 10% part-time, and 69% reported that they were not

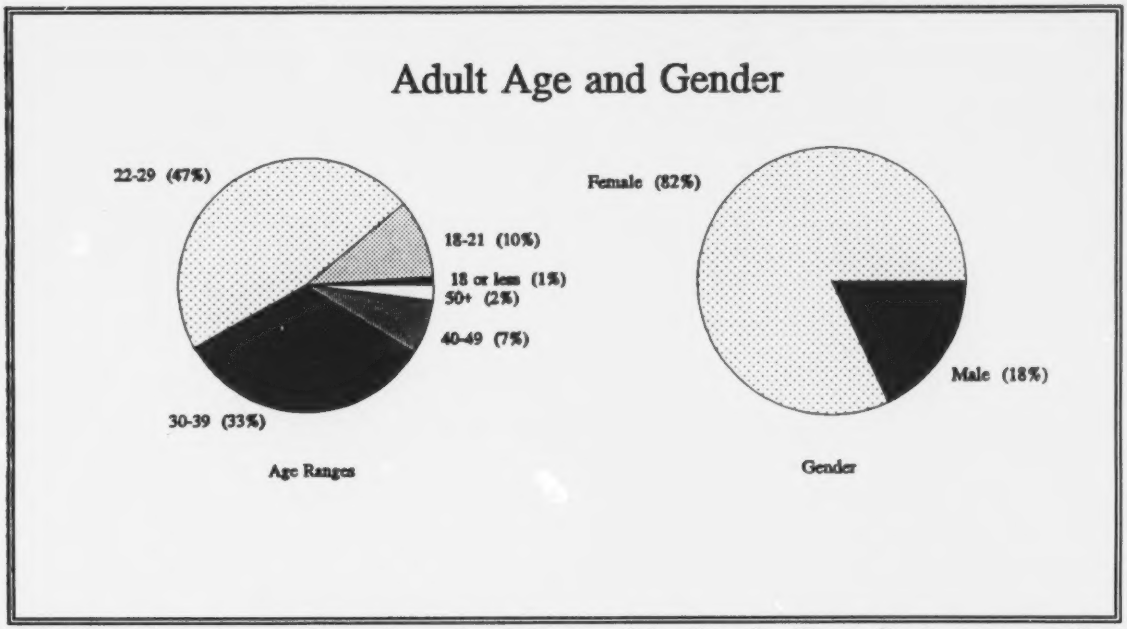


Exhibit 4.6. Age and gender of adults participating in Even Start core services (1989-90 Program Year)

employed. The percentage of employed adults in Even Start households who were not participating in any core services was higher: nearly 57% were employed full-time, 11% were employed part-time and 32% were not employed.

Exhibit 4.11 presents information on the length of employment or unemployment for Even Start adults. For participating adults employed full or part-time, the majority (67%) had been employed 12 months or more, 19% report having been employed between 6-12 months, and nearly 14% for less than 6 months. For participating adults who were unemployed, 83% had been unemployed 12 months or more, 10% report having been unemployed between 6 and 12 months, and nearly 7% had been unemployed less than 6 months.

The majority (79%) of non-participating adults who reported being employed full- or part-time had been employed 12 months or more, 14% reported having been employed between 6 and 12 months, and 7%, less than 6 months. Seventy-seven percent of the non-participating adults who were unemployed had been unemployed 12 months or more, 13% reported having been unemployed between 6-12 months, and 10% less than 6 months.

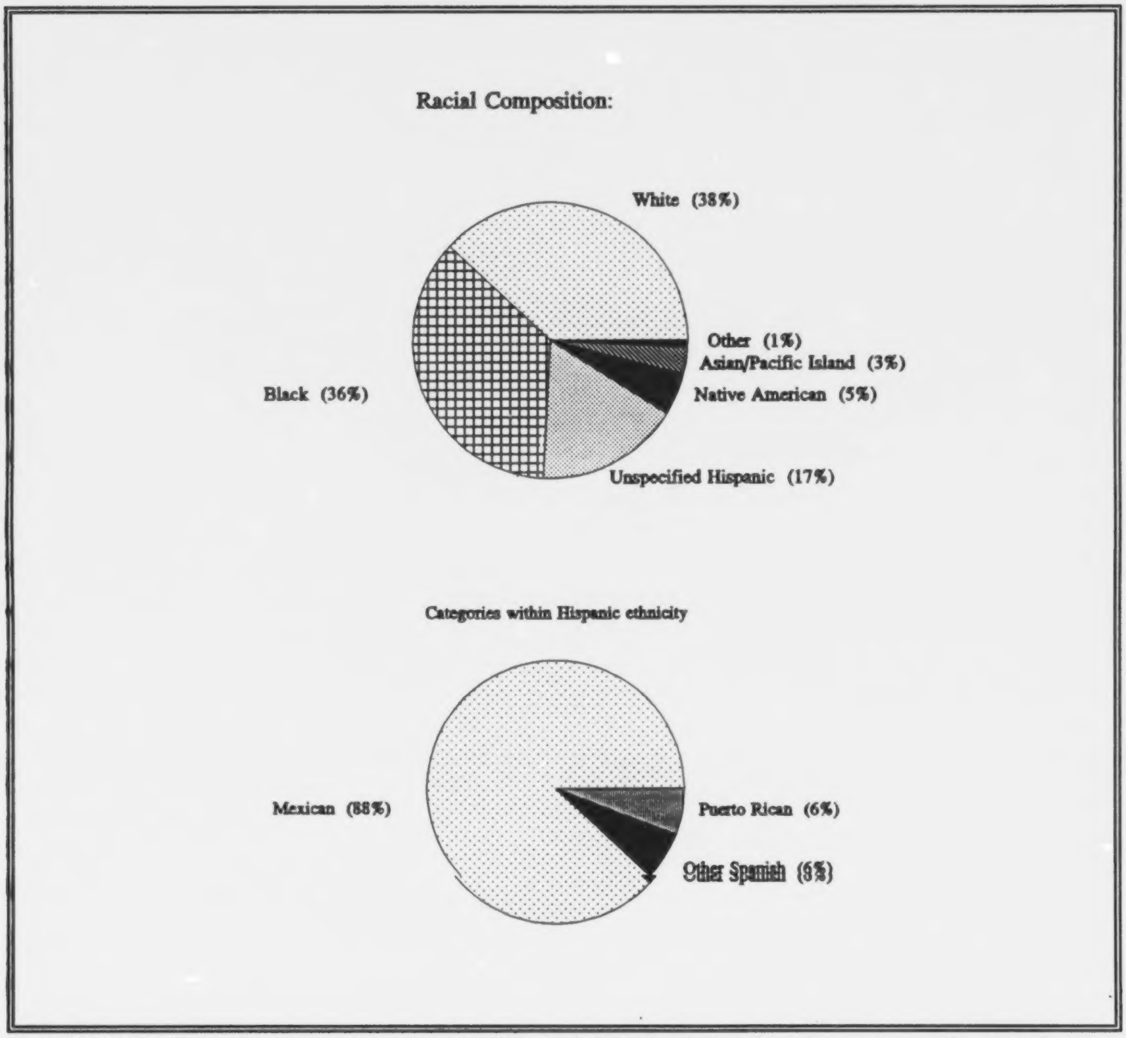


Exhibit 4.7. Racial categories reported by adults participating in core services and categories within Hispanic ethnicity (1989-90 Program Year)

Educational and Social Services Previously and Concurrently Received by Participating Adults

Data on educational and social services received prior to and concurrently with the start of Even Start core services are presented in Exhibit 4.12. Before entering Even Start, 46% of adults received welfare services, compared with 42% who received welfare services after Even Start began. Prior to Even Start, participation in Adult Basic Education (ABE) classes corresponding to grades 0 to 4 was reported by 2% of participating adults, 3% of adults for classes corresponding to grades 5 to 8, 6% for classes corresponding to grades 9 to 12, and nearly 13% for GED preparation. Five percent reported receiving ESL services before

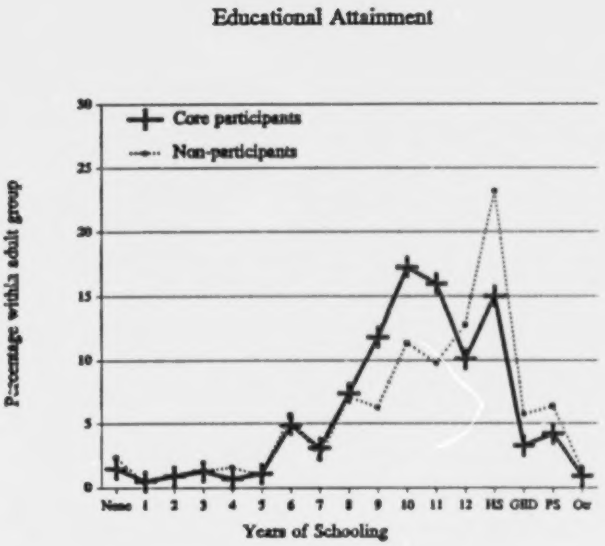


Exhibit 4.8. Years of schooling for adults in Even Start households (1989-90 Program Year)

in Even Start. Because these services were part of Even Start core services, the question about services received concurrently with Even Start did not include ABE categories (shaded in Exhibit 4.12).

About 39% of adults reported no social or educational services prior to Even Start, in contrast with 53% who reported no social or educational services received concurrently with Even Start core and support services. This is not surprising since all types of adult education are defined as Even Start services and hence cannot be reported as a concurrent service. Since the response option of "none" was not available for the questions regarding educational and social services, it was not possible to determine the percentage of those adults who actually did not receive services versus those adults for whom none were reported because the information was unavailable.

The "other" educational or social services reported by participating adults prior to Even Start (3%) and concurrently with Even Start (4%) included such specifics as types of vocational services, disability related services, and Displaced Homemaker programs.

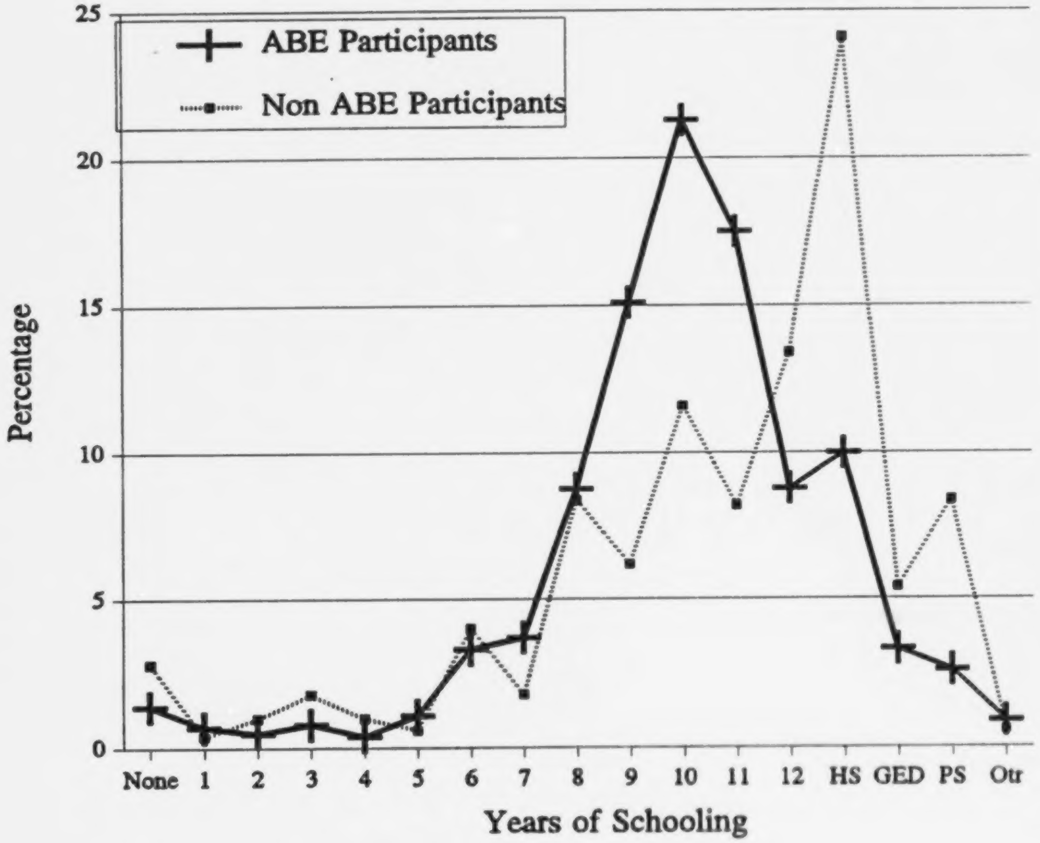


Exhibit 4.9 Years of schooling for Even Start ABE participants vs. non-participants (1989-90 Program Year)

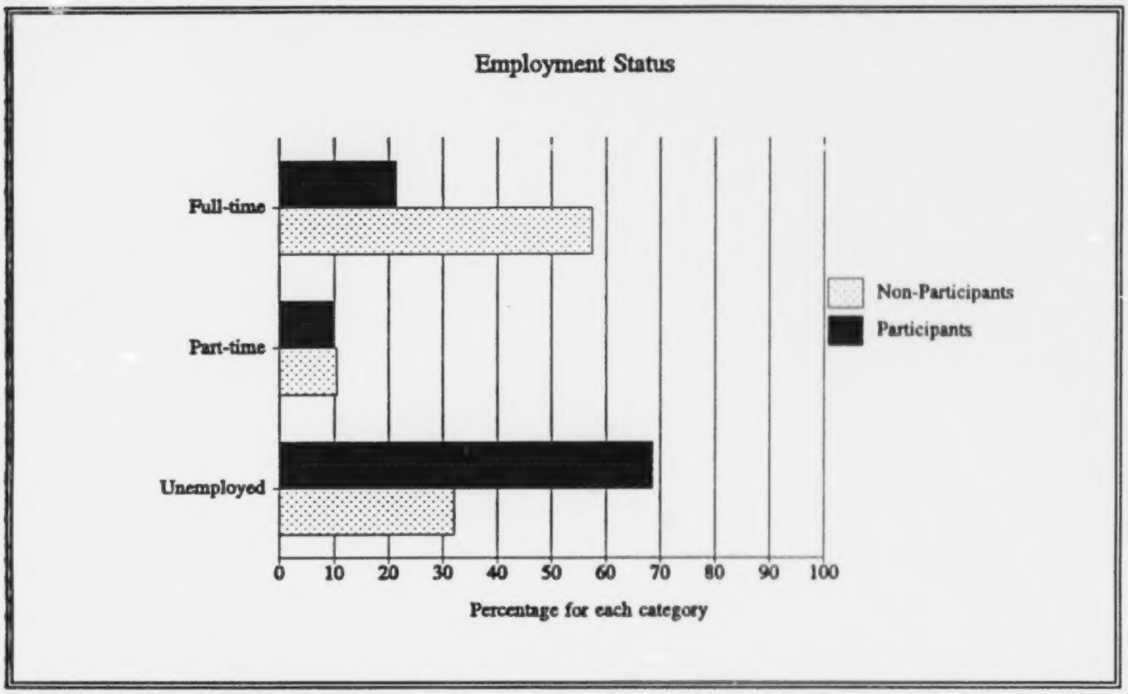


Exhibit 4.10. Employment status of participating and non-participating adults in Even Start households (1989-90 Program Year)

PRIMARY LANGUAGE OF ADULTS: HOW WELL ADULTS UNDERSTAND, SPEAK AND READ ENGLISH

The primary languages of participating adults and children are presented in Exhibit 4.13. English was reported as the primary language for more than 79% of adults participating in Even Start core services. Of the 21% who report a primary language other than English, 15% reported Spanish, and 6% reported a variety of other languages including Hmong, Vietnamese, Chinese, Korean, Thai, French, Creole, and Arabic.

English was reported as the primary language for 84% of children; Spanish was reported for 12%; the remaining 4% reported the other languages listed above for adults.

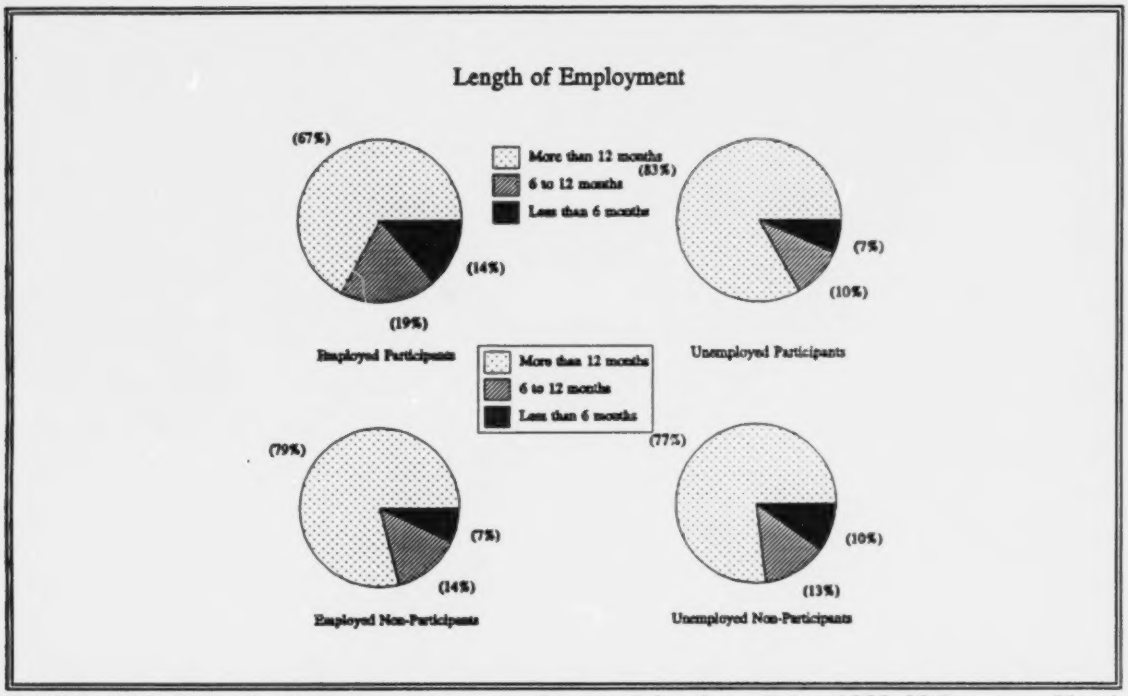


Exhibit 4.11. Length of employment status for participating adults (1989-90 Program Year)

Exhibit 4.14 displays the ability of adults for whom English is not the primary language to understand, speak and read in English, as well as the language used when reading to their children. This information was not reported for 18% of adults with a primary language other than English. The top of the exhibit shows that the majority of Even Start participants for whom English is not the primary language understand English "somewhat" (49%) or "very well" (23%). Nearly 28% "did not understand English at all." Of these same respondents, 17% reported the ability to speak English "very well," 55% "somewhat," and 28% "not at all." For an additional 8% of adults for whom Spanish was reported as the primary language, only the information that they did speak English, but not how well, was reported. It could be assumed that if they speak English, they also understand it. Seventeen percent of adults for whom English was not the primary language were reported to read English "very well," 37% to read English "somewhat," and 46% to "not read English at all."

Exhibit 4.12

Participation in Educational and Social Services
Prior to and Concurrently with Even Start Participation
(1989-90 Program Year)

Educational or Social Service	Previous		Current	
	Number	Percent	Number	Percent
Welfare	1,130	46%	1,028	42%
Employment training	132	5%	72	3%
Vocational education	96	4%	65	3%
Vocational Rehabilitation	14	1%	14	1%
Adult basic education (0 - 4)	51	2%		
Adult basic education (5 - 8)	76	3%		
Adult secondary education (9 - 12)	138	6%		
GED preparation	309	13%		
English as a second language (ESL)	123	5%		
Other	85	3%	103	4%
None reported	963	39%	1,302	53%

The bottom of the exhibit shows that 73% of adults for whom English was not the primary language reported that they read to their children in their primary language, 14% reported reading to their children in English, and almost 11% in both English and their primary language. Two percent reported that they read to their children in a language other than English or their primary language.

AGE, GENDER, RACE/ETHNICITY, PREVIOUS AND CONCURRENT EDUCATIONAL EXPERIENCE OF CHILDREN AGES 0-7

Individual-level information was reported on a total of 5,069 children ages zero through seven in the 2,778 Even Start families served in the 1989-90 program year. Of this total number of children, 4,384 were known to be in the Even Start eligible age range (ages one through seven), and another 418 for whom birthdates were not available were assumed to be eligible.

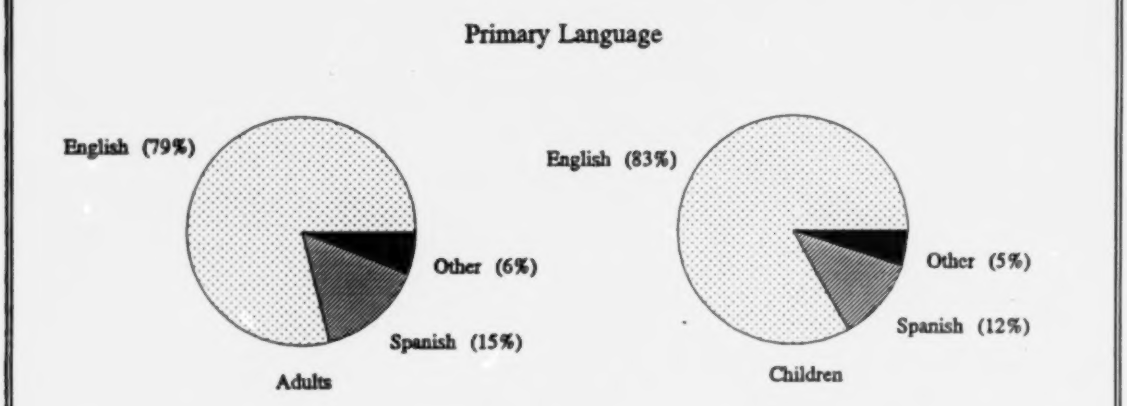


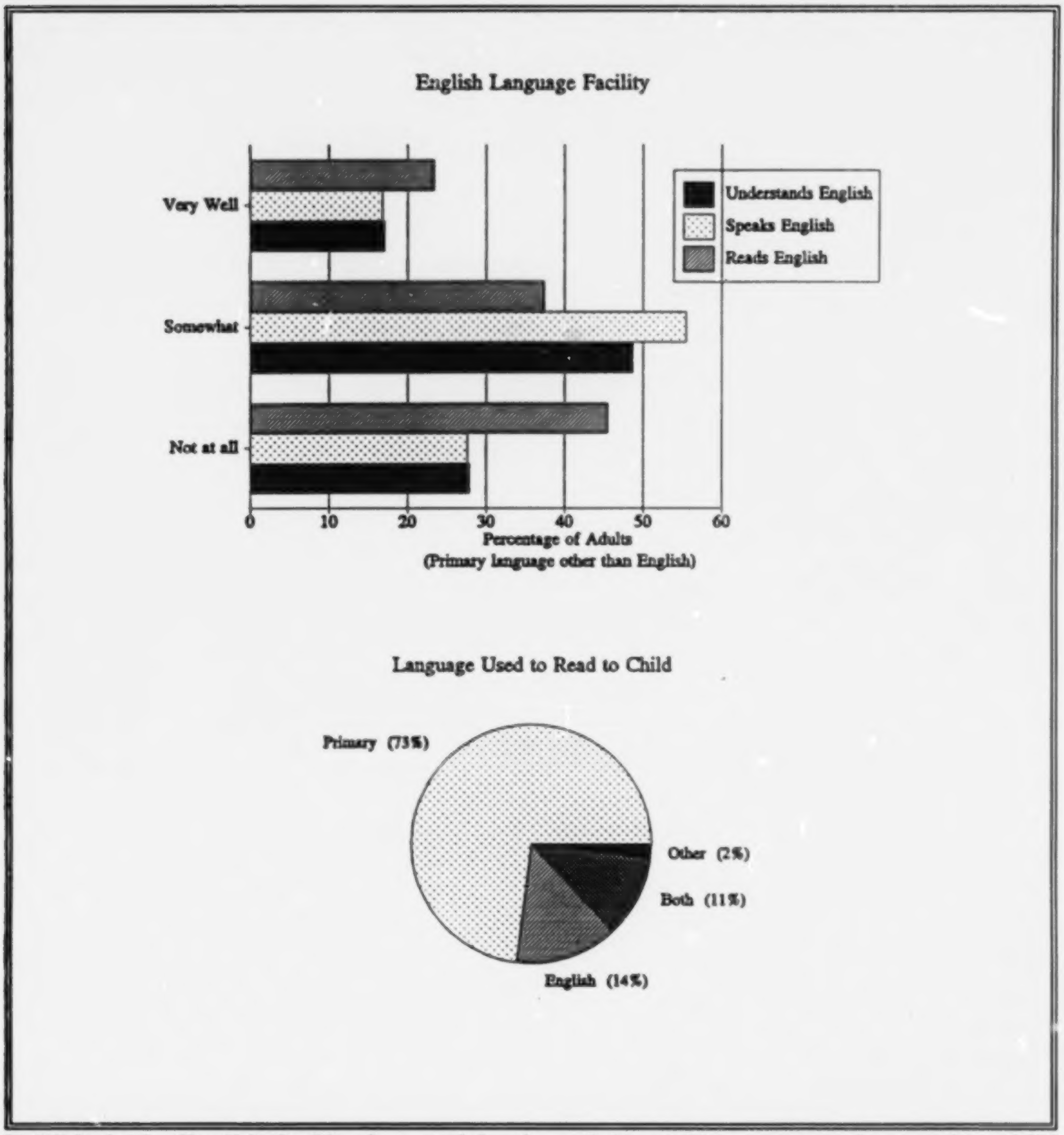
Exhibit 4.13. Primary language of participating adults and children in Even Start Households (1989-90 Program Year)

For almost all the information gathered at intake, differences in percentages for the 4,802 children presumed to be in the eligible age range and those for the total of 5,069 children (including 267 below age one) are minimal. Therefore, the data summarized below include all children.

Age. Information on the age of children in Even Start households is presented in the top of Exhibit 4.15. Birth dates were reported for 92% of children in Even Start families. At the end of the 1989-90 reporting period, 6% of children in Even Start families were less than one year of age, 10% were between the ages of one and two, 12% were between two and three years of age, 15% were three to four years old, 18% were four to five years old, 18% were five to six, 12% were between the ages of six and seven years, and 10% were between seven and eight.

Gender. Children of both sexes were equally represented--51% of children were male, 49% were female (see the bottom portion of Exhibit 4.15).

Race/Ethnicity. Racial and ethnic categories for children are presented in Exhibit 4.16. Not surprisingly, the racial categories reported for Even Start children paralleled those reported for their parents: 39% of children (38% of parents) were white and 35% of children were black (36% of parents). Seven percent of children were categorized as Native American (5% of


English Language Facility

Language Used to Read to Child

Exhibit 4.14. English facility for participating adults and language used to read to child (1989-90 Program Year)

parents). As with the parents, most were from the Navajo, Sioux, Chippewa, Cheyenne, Crow, and Cherokee tribes. Slightly more than 3% of children were of Asian or Pacific Island origin (3% of parents). For nearly 2% of children (1% of parents), other races were specified, including Haitian, Iranian, and Ethiopian.

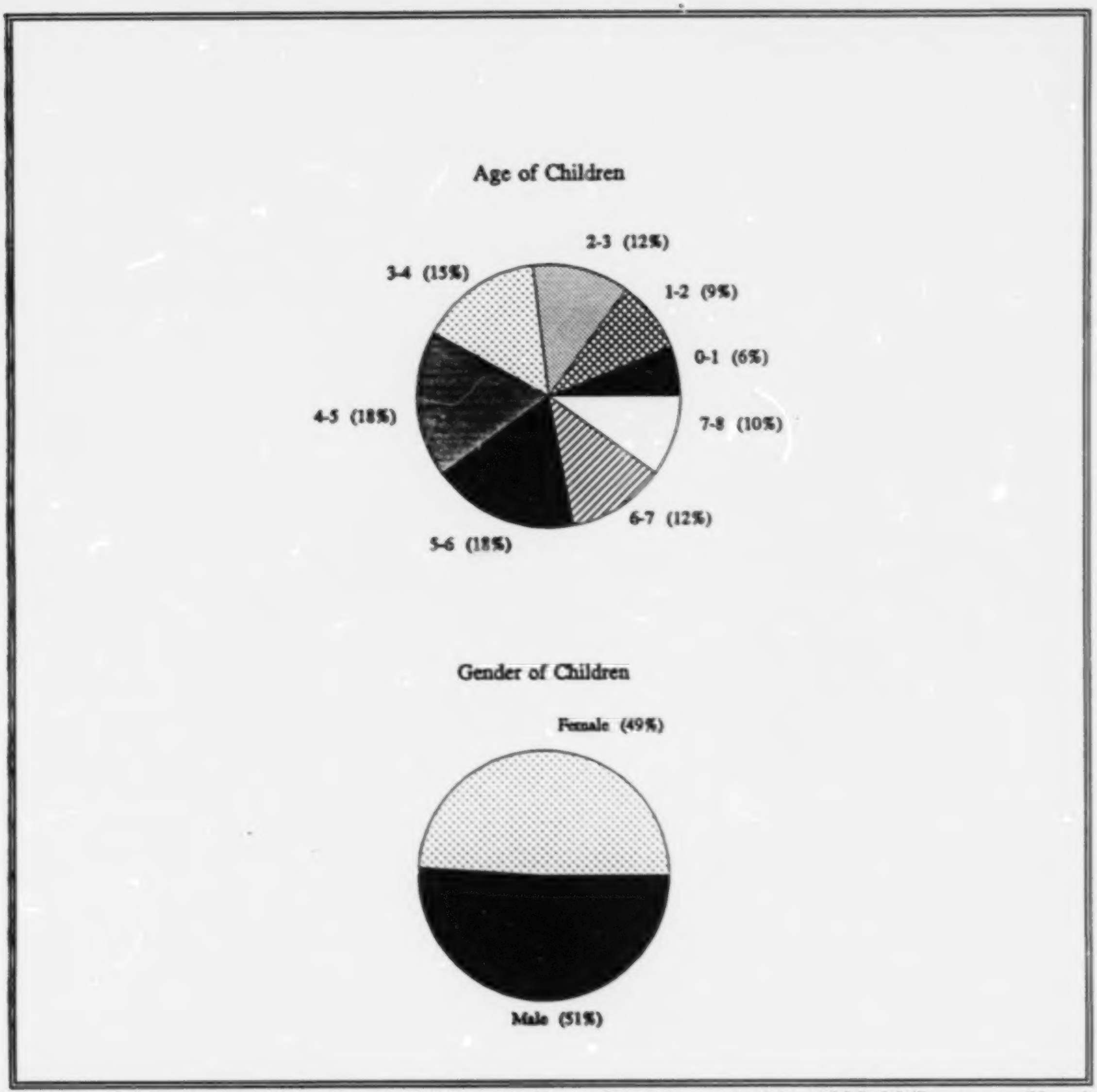


Exhibit 4.15. Age and gender of children in Even Start households (1989-90 Program Year)

For 15% of children, no race was specified but Hispanic ethnicity was. In a separate question about Hispanic ethnicity, ethnic background was listed as Mexican, Mexican-American, or Chicano for 83% of children (see the bottom portion of Exhibit 4.16). Puerto Rican was selected as the ethnic background for another 6% and 11% were listed as "other Spanish."

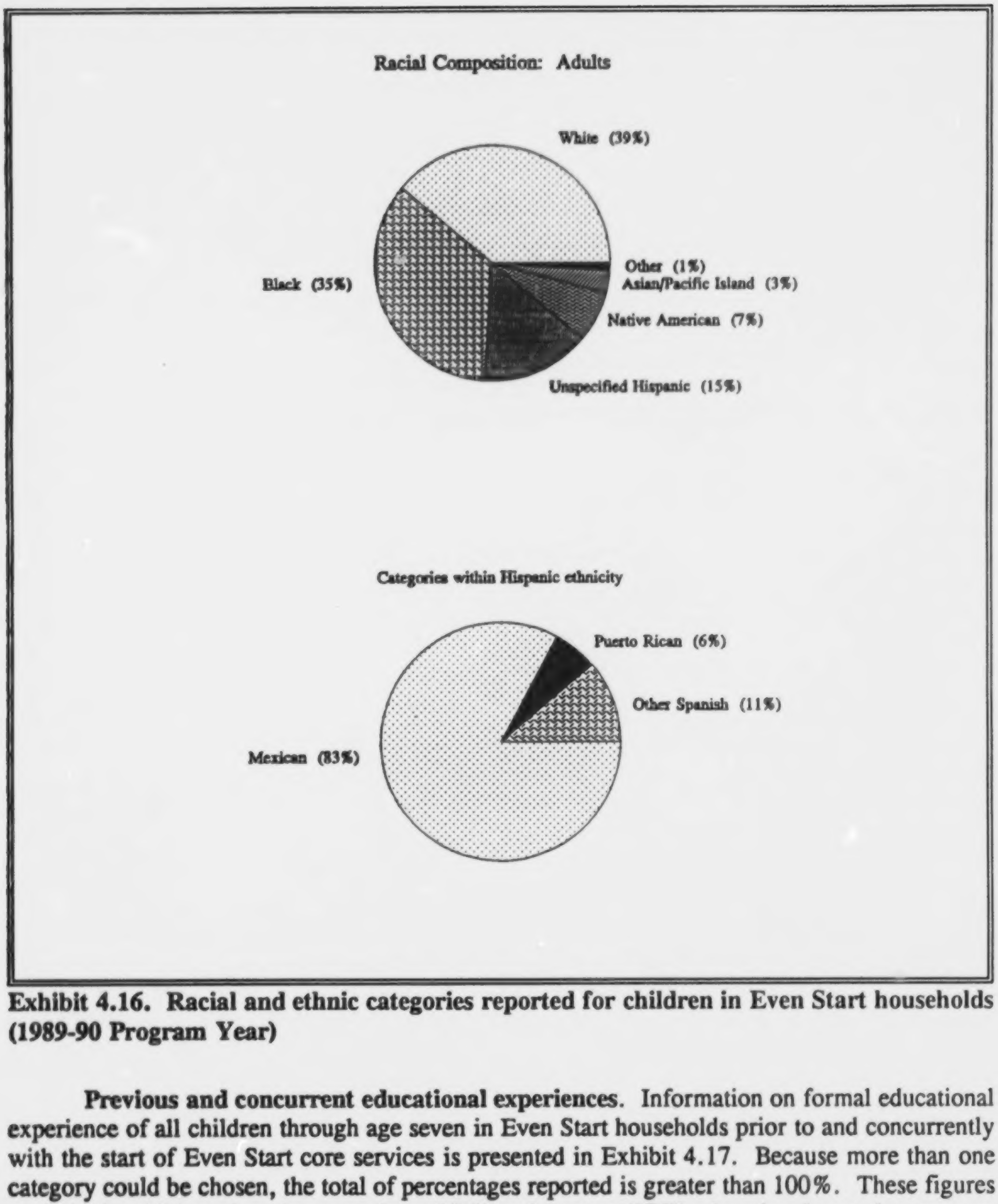


Exhibit 4.16. Racial and ethnic categories reported for children in Even Start households (1989-90 Program Year)

Previous and concurrent educational experiences. Information on formal educational experience of all children through age seven in Even Start households prior to and concurrently with the start of Even Start core services is presented in Exhibit 4.17. Because more than one category could be chosen, the total of percentages reported is greater than 100%. These figures exclude the children for whom previous (19%) and current (17%) educational experiences were not reported.

Fifty-eight percent of children were reported to have had no formal education experience prior to beginning Even Start core services; 49% reported no additional educational experiences concurrent with Even Start. The most common educational experience reported was kindergarten (19% previous, 17% current), followed by the primary grades (11% previous, 20% current). These percentages are consistent with the percentages of children in the five to six, six to seven and seven to eight age ranges.

More than 26% of children had experience in Head Start (15%) or other preschools (11%) prior to Even Start. Only 6% reported participation in Head Start, 9% in other preschools concurrent with Even Start services. Formal education which did not fit into the categories listed (i.e., "other") was reported for 2% of children for both previous and concurrent experience.

Relationship with Responding Adult. For 96% of children, the adult Even Start participant who provided the information was a parent. Grandparents and other relatives each made up another 2%. Other caregivers represented less than 1% of adults responding.

ADULTS IDENTIFIED AS DISABLED; IDENTIFICATION AND TYPE OF CHILDREN'S SPECIAL NEEDS

Only 4% of adults who participated in Even Start core services were identified as disabled, while more than 96% reported no disability. Nine percent of eligible children who participated in Even Start core services were identified as having special needs, while 91% of participating children have had no special needs identified.

Exhibit 4.18 shows the specific types of disabilities identified for children. The percentages are based on the 307 (7% of all) participating children who were identified with special needs. If reported as percentages of the 4,200 children for whom this information was reported, the percentages would be much smaller. The primary types of special needs identified were speech problems (31%; 2% overall) and specific learning problems (29%; 2% overall). Nearly 10% of needs identified were visual problems; 9% were hearing problems, in addition to nearly 2% reported as deafness. For more than 4% the special need was listed as an orthopedic problem. Approximately 12% of children identified with special needs have physical disabilities other than those listed above.

Exhibit 4.17

Formal Educational Experience of Children in Even Start Households (1989-90 Program Year)

Educational Experience	Previous		Concurrent	
	Number	Percent	Number	Percent
Head Start	616	15%	246	6%
Other Preschool	453	11%	356	9%
Kindergarten	793	19%	695	17%
Primary	439	11%	837	20%
Other	78	2%	84	2%
None	2,359	58%	2,043	49%

Nearly 17% of children with special needs have been identified as having emotional problems. For more than 6%, special needs were listed as mental retardation. The special needs of more than 9% of children did not fit into any of the categories listed above and were classified as "other."

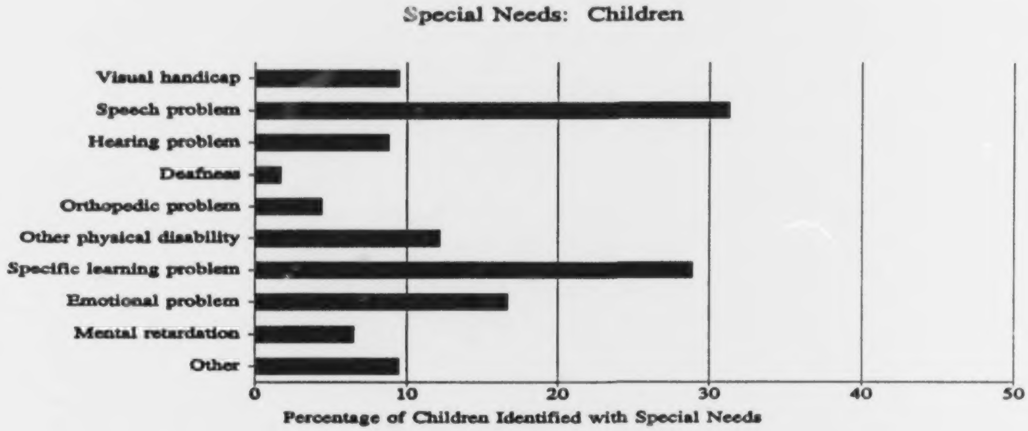


Exhibit 4.18. Specific Types of Special Needs Identified for Children (1989-90 Program Year)

CHAPTER 5

CHARACTERISTICS OF EVEN START PROJECTS IN PROGRAM YEAR 1989-90

This chapter presents data which describe Even Start projects as they were implemented in the 1989-90 program year. The discussion focuses on the following topics: project location, recruitment, screening, core services, support services, special events, cooperative arrangements, implementation problems, and technical assistance needs.

PROJECT LOCATION AND RURALITY

Exhibit 5.1 summarizes the geographical dispersion of the Cohort 1 Even Start projects. The South has the greatest number of Even Start projects with 32, followed by the Midwest with 15, and the West with 14. The Northeast has the fewest projects with 12. This distribution is not surprising since for Cohort 1 only two projects were funded in any given state, and the South has more states and a larger population than the other Census regions.

Exhibit 5.1

Cohort 1 Even Start Projects by Geographical Region and Rurality (1989-90 Program Year)

Region[1]	All Projects		Rural Projects[2]		Urban Projects[2]	
	Number	Percent	Number	Percent	Number	Percent
South	32	44%	18	25%	14	19%
Northeast	12	16%	6	8%	6	8%
Midwest	15	21%	5	7%	10	14%
West	14	19%	5	7%	9	12%
Total	73	100%	34	47%	39	53%

[1] Regions correspond to those used by the U.S. Bureau of the Census.

[2] Rurality based on project self report in the Even Start application.

Slightly more than half of the Cohort 1 projects (53%) reported themselves to be in urban areas, while 47% designated themselves as rural. Appendix J lists all 73 Cohort 1 Even Start projects indicating each project's geographical region and its rurality.

RECRUITMENT AND SCREENING STRATEGIES

Recruitment Strategies. Even Start projects were asked to identify successful strategies for recruiting eligible Even Start participants during the 1989-90 program year. Each project checked up to three successful strategies from a fixed list and wrote in other successful strategies.

Exhibit 5.2 presents a rank-ordered list from the most to the least successful recruiting strategies for the 1989-90 program year. Over half of the 68 projects responding to this item checked home visits, referrals by the public school and personal phone contact as successful recruitment strategies. Only 22% of the projects selected mass media as an effective strategy. Examples of additional strategies written in by projects include word of mouth, referrals by schools and other agencies, holding an open house, making presentations at PTA meetings, and distributing flyers.

Exhibit 5.2

Successful Strategies for Recruiting Eligible Participants (1989-90 Program Year)

Recruiting Strategy	Number of Projects	Percent of Projects
Homes visits in attendance area	44	65%
Referrals by public school	42	62%
Personal phone contact in attendance area	35	51%
Referrals by other agency (e.g., welfare, JTPA)	28	41%
Targeted mailings in attendance area	21	31%
Referrals by Head Start	20	29%
Mass media	15	22%

Special Focus for Local Project Eligibility. Occasionally, a project design may call for working only with families with special characteristics, e.g., families with two- or three-year old children. All projects were asked to identify special criteria they used to define the subpopulation of Even Start eligible families they serve. Twenty-three of 67 Cohort 1 projects (34%) focused their services on a subset of the families eligible by law. The most common variable for more specific targeting was the age of children in the family, narrowing the range towards the middle of the one through seven age range specified in the Even Start legislation. Twelve projects required that children be at least three years of age or older. Thirteen projects did not serve children older than five years of age; five of these projects narrowed the range to serve only three- and four-year-olds.

Very few other restrictions on populations served were listed. One project limited participation to families with children in kindergarten. Three projects limited participation to residents of specific public housing projects, or prioritized service to such residents.

Steps Used in Formal Screening. Projects were asked to identify the formal steps they used to screen participants by responding to a checklist and by writing in additional steps or activities. A summary of responses from the 68 projects responding are presented in Exhibit 5.3. Nearly all of the projects (96%) verified the eligibility of potential participants during the screening process, and most projects (78%) provided orientation for participating families. Over 50% of the projects assessed basic skills of adults and contacted other agencies as part of formal screening, 35% tested children, and 9% provided counseling. Additional write-in responses are presented in Appendix I.

Exhibit 5.3

Steps Included In Formal Screening of Potential Participants (1989-90 Program Year)

Screening Activity	Number of Projects	Percent of Projects
Verification of eligibility	65	96%
Orientation	53	78%
Assessing basic skills of adults	38	56%
Contact with other agencies involved with family	35	51%
Testing children	24	35%
Counseling	6	9%
None	1	1%

SCREENING AND ASSESSMENT INSTRUMENTS

Projects were asked to list any tests or formal assessment instruments--other than those used in the NEIS--that they used in their program. They also were asked to identify the primary purpose (i.e., diagnostic, screening/placement, or program evaluation) of each instrument. Although projects were called upon to report the test edition, form and level for each test used, such reports were infrequent and, in many cases, not appropriate (e.g., the test did not have multiple forms or levels) and so are not reported. Exhibit 5.4 lists the names of instruments used with adults and with three different age ranges of children as reported by at least three projects (Appendix I lists all responses).

Exhibit 5.4

Tests or Formal Assessment Instruments
Used by Three or More Projects
(1989-90 Program Year)

Focus of Instrument	Name of Instrument
Adult Instruments	Test of Adult Basic Education (TABE) Adult Basic Learning Examination GED Pretest Slossen Test
Child Instruments: Ages 1-2	Denver Developmental Inventory Battelle Developmental Inventory
Child Instruments: Ages 3-5	Battelle Developmental Inventory Bracken Basic Concept Scale (1984) Denver Developmental Inventory DIAL/R High/Scope measures
Child Instruments: Ages 6-7	Battelle Developmental Inventory

Fifty-five of the 71 projects (77%) reporting on implementation for the 1989-90 program year provided information on supplementary assessment instruments (instruments other than those required for NEIS) used in their projects. Exhibit 5.5 points to frequent use of supplementary tests and other formal and informal instruments for diagnosis, screening and evaluation; 69% of the projects reporting on implementation used supplementary instruments to assess adults. Over half of the projects (58%) used supplementary assessment instruments to

116

screen adults for participation, 45% used such instruments for diagnosis, and 27% used such instruments for program evaluation.

Twenty-eight percent of the projects used supplementary instruments for children in the one through two age range; 61% used such instruments for children in the three through five age range and 31% used such instruments for children in the six through seven age range. As was the case for adults, tests used for children were more likely to be used for screening and diagnosis and less likely to be used for evaluation.

Exhibit 5.5

Percent of Projects Using Tests or Other Formal or Informal Assessment Instruments (Not including the PSI, PPVT or CASAS) by Purpose (1989-90 Program Year)

Purpose of Assessment	Adult	Child (1-2)	Child (3-5)	Child (6-7)
Diagnostic	45%	18%	32%	15%
Screening	58%	18%	38%	18%
Evaluation	27%	6%	21%	8%
Any Purpose	69%	28%	61%	31%

Exhibit 5.6 presents the number and percent of projects using locally developed or informal instruments for adults and the three different age ranges of children: 36% of the projects used locally developed or informal instruments with their adult population, 23% used informal instruments with children in the three through five age range, 13% used such instruments for children in the six through seven age range, and 7% used such instruments for children in the one through two age range.

CORE SERVICES DELIVERED: TYPES, PATTERNS AND PROVIDERS

Projects reported on the types of core services they delivered to Even Start families. To review, the three types of core services include educational or instructional services that either:

- assist parents in developing their capacity to function as teachers for their children (parenting education),

- develop the basic literacy skills of the adult (adult basic education), or
- meet the early education needs of children from one through seven years old (early childhood education).

Exhibit 5.6

Number of and Percent of Projects Reporting the Use of Locally-Developed or Informal Instruments (1989-1990 Program Year)

Focus of Assessment	Number of Projects	Percent of Projects
Adults	26	36%
Children, ages 1-2	5	7%
Children, ages 3-5	16	23%
Children, ages 6-7	9	13%

Core services may be provided by staff funded through Even Start or by staff funded through cooperating agencies (e.g., a local Head Start program). Consequently, Even Start projects were asked to report the types of core services provided by staff funded through Even Start, staff supported by cooperating agencies, or by both Even Start staff and cooperating agency staff.

Parenting Education Services. Even Start projects provided a wide range of parenting education services including behavior management, child development, assistance with other social service agencies, parental role in education, school routines, health and nutrition, building parent self-esteem, and life skills. Of the eight different types of parenting education listed in the NEIS, all were provided by at least 80% of the projects. About half of the Even Start projects provided parenting education directly, about 25% shared provision with a cooperating agency, and only 5 to 10% delegated full provision of parenting education to a cooperating agency (Exhibit 5.7).

Adult Education Services. Exhibit 5.8 summarizes the types of adult education services provided by Even Start and/or its cooperating agencies. Over 90% of the projects reported that they provided services to prepare adults to attain a GED, about 80% of the projects provided services in adult basic education and adult secondary education, and over half (54%) of the projects provided ESL services to adults. Other adult education services included job/career skills and college preparation.

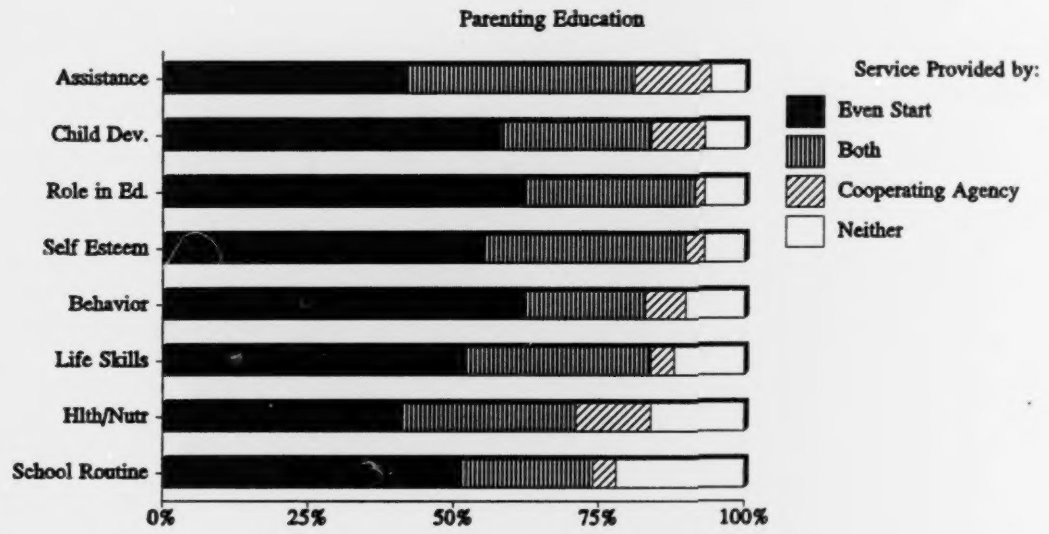


Exhibit 5.7. Types of Core Services Reported for Cohort 1 Even Start Projects (1989-90 Program Year): Parenting Education

The locus of responsibility for the provision of adult education services differed markedly from the locus of responsibility for the provision of parenting education services. Whereas most of the parenting education of services were provided directly by Even Start grantees, only 25 to 30% of the Even Start projects provided adult education services directly. Another 10 to 20% shared responsibility for adult education with a cooperating agency, and about 30% delegated full responsibility for the provision of adult education to an external agency.

Early Childhood Education Services. Children in Even Start projects were provided with a range of early childhood education services (Exhibit 5.9). Three different preschool options were used with many projects using combinations of these three: (1) over 60% of the projects enrolled some of their pre-K children in Head Start; (2) almost 40% of the projects enrolled some of their children in a Chapter 1 pre-K program; and (3) almost 80% provided some other preschool option. For children old enough to enter the public schools, 76% of the projects participated in joint planning activities with the public schools, and hence included kindergarten as an Even Start service, and about 60% provided early childhood education services to children under eight years of age who were in primary grades, again through the

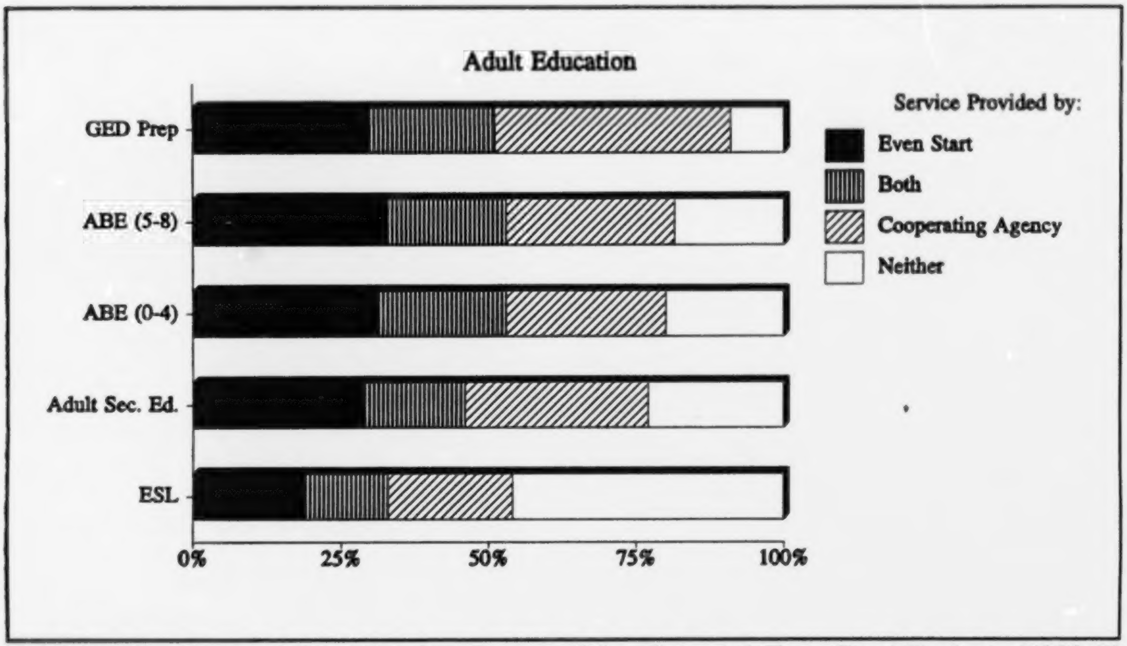


Exhibit 5.8. Types of Core Services Reported for Cohort 1 Even Start Projects (1989-90 Program Year): Adult Education

vehicle of joint planning with the public schools. Other early childhood education activities were language development and home-based services.

Very few of the early childhood education services were provided directly by Even Start--almost all were provided by cooperating agencies. This is not surprising given the high cost of such services and their general availability through cooperating agencies.

Other Services Important to Even Start Projects. Projects were also asked to report other activities or services which they believed were important to their local project. In response, the projects reported a wide range of activities and services. Many projects listed specific support services (e.g., transportation) while others listed types of core services (adult basic education). Such responses were recoded into the appropriate core or support service. The remaining additional activities and services included such program features as lending libraries, mobile education units, special staff development activities, and teaching methods and procedures.

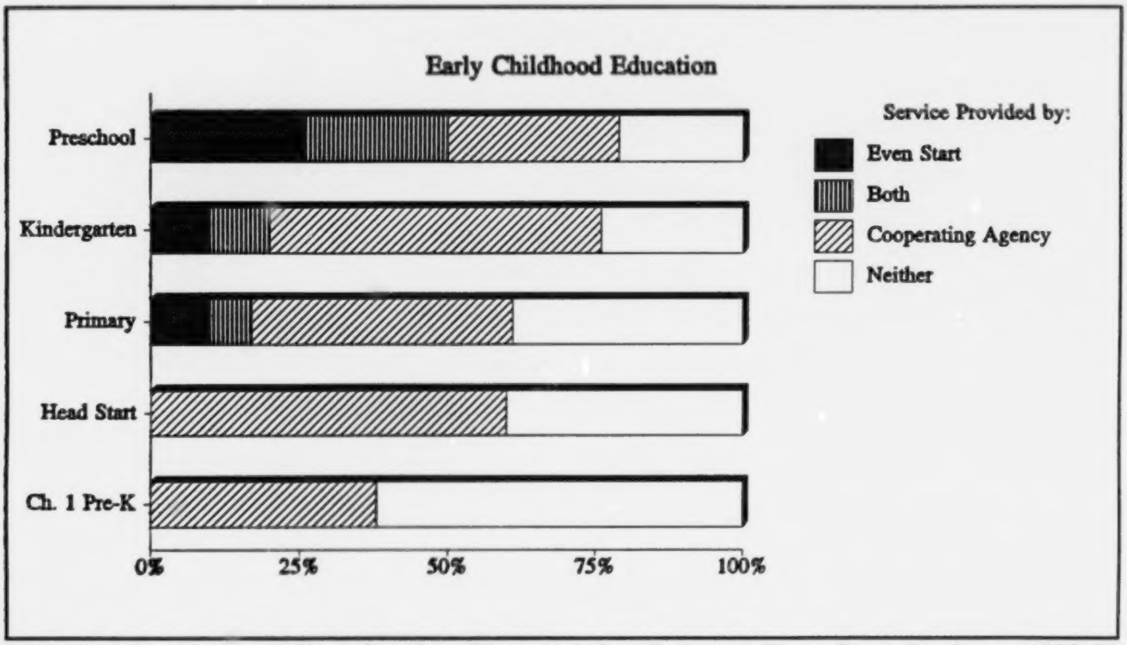


Exhibit 5.9. Types of Core Services Reported for Cohort 1 Even Start Projects (1989-90 Program Year): Early Childhood Education

TYPES OF ADULT/CHILD SERVICES PROVIDED

Even Start grantees are strongly urged to provide services to parents and children jointly, i.e., the services ought to be delivered to parents and children together. Exhibit 5.10 summarizes the types of adult/child services delivered by Even Start staff and/or staff from cooperating agencies. At least 90% of the projects reported each of the following adult/child activities: reading and story telling, developing readiness skills, social development and play, development of gross motor skills, work with numbers, and arts/crafts. More than 80% of the projects also reported adult/child activities in the areas of health and nutrition, and in writing. Computer-related activities for parents and children were reported by about 60% of the projects. Other adult/child services included field trips, language development, fine motor development, library usage, and building self-esteem.

Even Start projects generally provided adult/child activities directly, rather than through a cooperating agency. Depending on the specific activity, about two-thirds of the projects provided the activity directly, about 25% shared responsibility with a cooperating agency, and only about 5% delegated exclusive provision of adult/child activities to an external agency.

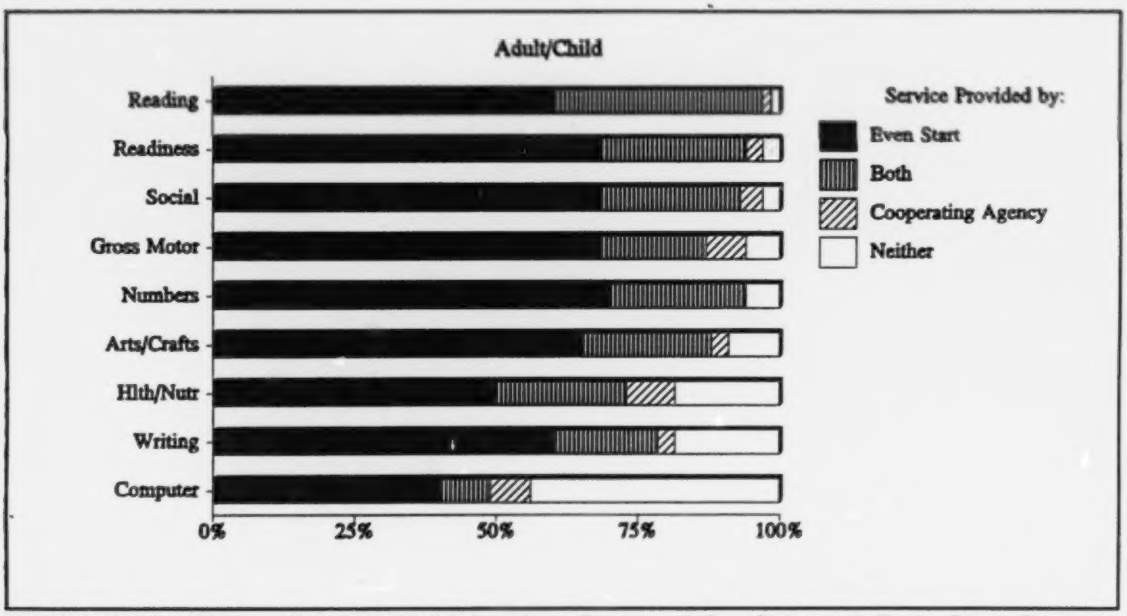


Exhibit 5.10. Types of Adult/Child Services Reported for Cohort 1 Even Start Projects (1989-90 Program Year)

PATTERNS OF CORE SERVICES

Core services are offered using two primary patterns: year-round services and services delivered only during the school year. Exhibit 5.11 shows that each of the three core services are provided year-round in more than half of the Even Start projects and are provided during the regular school year in between a quarter and a third of the projects. A few projects reported variations on year-round or regular school year provision of core services. For example, one project offers ABE year round, but offers ESL, adult secondary education and assistance with GED attainment only during the regular school year. Another project offers a special four-week summer program in adult education in addition to the longer program which they offer during the regular school term. The following descriptions illustrate the range of projects funded by Even Start.[1]

Project A offers adult education that includes PALS computer-assisted instruction; home visits with parent-child activities and parent education; and a center-based program for children, including a preschool and computers that can be taken home. These integrated activities take place in a well-equipped center that was previously an elementary school in the district. Families are recruited from local housing projects.

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[1] These are descriptions of the 10 projects selected for the In-Depth Study portion of the evaluation.

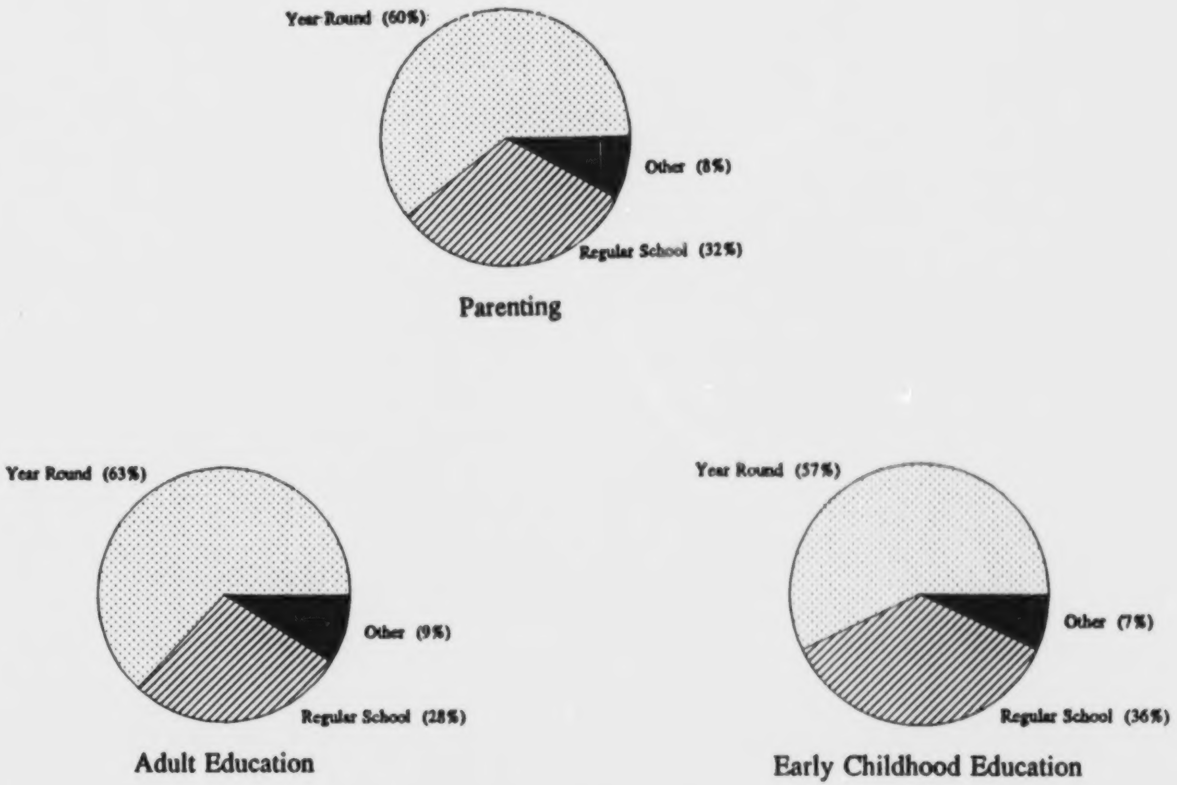

Exhibit 5.11. Term of Year Core Services Are Offered (1989-90 Program Year)

Project B offers a full array of services, including ESL provided by United Way; a range of parenting workshops from which parents choose a minimum of five per month; "Read to Me" sessions twice a week where a parent reads a book to a group of families; weekly home visits for families with three-year-olds; and monthly home visits for families of four-year-olds. During the 1990-91 school year, the program has added tutoring in literacy skills through Literacy Volunteers of America. Even Start provides and integrates the preschool, home visits, parent-child sessions, and parenting workshops, and refers families to ESL classes.

Project C coordinates existing services (e.g., district adult high school for ABE, GED, and ESL) and uses a multi-cultural group of parent liaisons to conduct home visits and integrate service delivery for families. Using a case management approach, each parent liaison works with 25 families. In the 1990-91 school year, Even Start children are enrolled in the district's Language Development Preschool.

Project D is based on the Kenan Trust Family Literacy Project model. Parents and children come to one of two centers four days a week for three hours, either in the morning or afternoon. While parents are in ABE classes, children are in a preschool based on the High/Scope curriculum. Parents spend 30 minutes a day in the children's classroom working on activities of the child's choice. Apple computers, funded through a grant facilitated by the National Center for Family Literacy, are available for adults and children in one site. Once a week, there are parent groups led by a social worker; each family develops a family plan in collaboration with the social worker, who periodically reviews these goals and helps parents overcome barriers that impede progress.

Project E is a primarily home-based program for very low-literate adults. Adult education specialists conduct two two-hour home visits per week for low-level adults and a two- to three-hour visit for more skilled adults. Parenting is integrated into the literacy training. Parent-child activities are conducted by early childhood specialists trained in the High/Scope curriculum; separate two-hour visits are conducted according to the age of the children (one to four or five to seven years of age). Staff meet weekly to discuss families, in a case management approach.

Project F offers ABE three hours a day, four days a week. Parents attend parenting workshops 1.5 hours per week and spend another 1.5 hours as aides in their child's classroom. Parent-child activities are supplemented by bimonthly home visits. Most adults will participate for a relatively short duration (three to six months), but staff plan to contact families periodically for two years after they leave the program to check progress on their individual goals.

Project G coordinates with vocational-technical colleges and community-based organizations to provide ABE and ESL classes as well as individual tutoring to a multi-cultural group of parents. The children's program is home-based for younger children (ages one to three). For children ages three to five, a center-based preschool utilizes the Bank Street and High/Scope models and parents visit their child's classroom at least twice a month. Biweekly parent groups use the "Looking at Life" curriculum developed for Head Start.

Project H offers ABE and ESL at local elementary schools taught by certified teachers from the community college; parenting classes in the schools are reinforced by home visits; and children attend an early childhood program, where parents and children spend time together in PACT time, based on the Kenan model. Even Start is supervised by staff from the community college, and all staff meet weekly to coordinate ABE, parenting education and early childhood education.

Project I provides adult education, parenting and computer-assisted instruction in nine week segments to families in an isolated rural area. The parenting classes are the first segment, designed to build on parents' concerns about their children first. Staff and families have dinner together one night a week before classes begin. High school students are trained to supervise child care activities while parents attend evening and daytime activities. Home visits by a social worker reinforce developmentally-appropriate activities for children and parent-child activities.

Project J is an intensive, center-based program operating four days a week from 8:30 a.m. to 2:00 p.m. at an alternative high school that added an early childhood program for Even Start families. Part of the day, there are reading, math and English classes, Parent and Child Together (PACT) time and parenting education; there is also a strong emphasis on reading and writing in all ABE classes.

CURRICULUM MATERIALS USED IN CORE SERVICES

A total of 55 projects listed commonly available curricula, curriculum materials, or instructional materials which are an important component of their Even Start core services. Nearly all of these projects gave examples of materials in all core service areas and for working with adults and children together. Exhibit 5.12 lists the most common materials reported for each core service area (those reported by more than three projects). Appendix J contains a complete list of curriculum materials used by projects. Examples of materials used in working with adults and children together include High/Scope materials, Parents as Teachers, and Parents as Partners.

SUPPORT SERVICES: TYPES AND PROVIDERS

As defined in the NEIS, support services are provided directly to Even Start families to enable them to participate in core services. Support services remove barriers that, if unattended, restrict a family's ability to receive instructional and educational services. Such activities as staff development and training, while they may enable the project to provide effective services to its clients, are not considered support services because families are not the direct recipients. As noted earlier, support services should be obtained from existing sources, where possible, so that Even Start projects can avoid duplication of services.

As seen in Exhibit 5.13, transportation was the most frequently reported support service (82% of Even Start projects). The majority of projects provided transportation with Even Start funds. Referrals for employment services, mental health services, and family advocacy assistance with governmental agencies were tied for the second most frequent support service provided by Even Start or through cooperative arrangements with other agencies. Each of these was provided by about 75% of the Even Start projects. Parent stipends and translators were the least frequently reported support services, with 21% and 46% of the projects, respectively, reporting these services. Only 7% of the projects provided parent stipends from Even Start funds.

Exhibit 5.12

Curriculum Materials Used by Three or More Projects (1989-90 Program Year)

Core Service	Curriculum Materials (number of projects)
Parenting Education	Systematic Training for Effective Parenting (12) Bowdoin materials (11) Active Parenting (3)
Adult Education	Steck Vaughn materials (18) Laubach materials (18) Cambridge materials (16) Unspecified GED or Pre-GED materials (16) Contemporary materials (11) CASAS (5) Adult Performance Level (3) MotherRead (3)
Early Childhood Education	High/Scope (26) Bank Street (6) Early Prevention of School Failure (5) Portage (3)

About three-quarters of the projects providing health care as a support service delivered those services exclusively through cooperating agencies. Similarly, child protective services were provided exclusively by cooperating agencies. On the other hand, child care, transportation and care for the handicapped were more likely provided through Even Start funds. These findings suggest that Even Start projects, in general, avoided duplicating services already available from existing primary providers and stepped in to furnish more immediate support services to enable families to participate in core services.

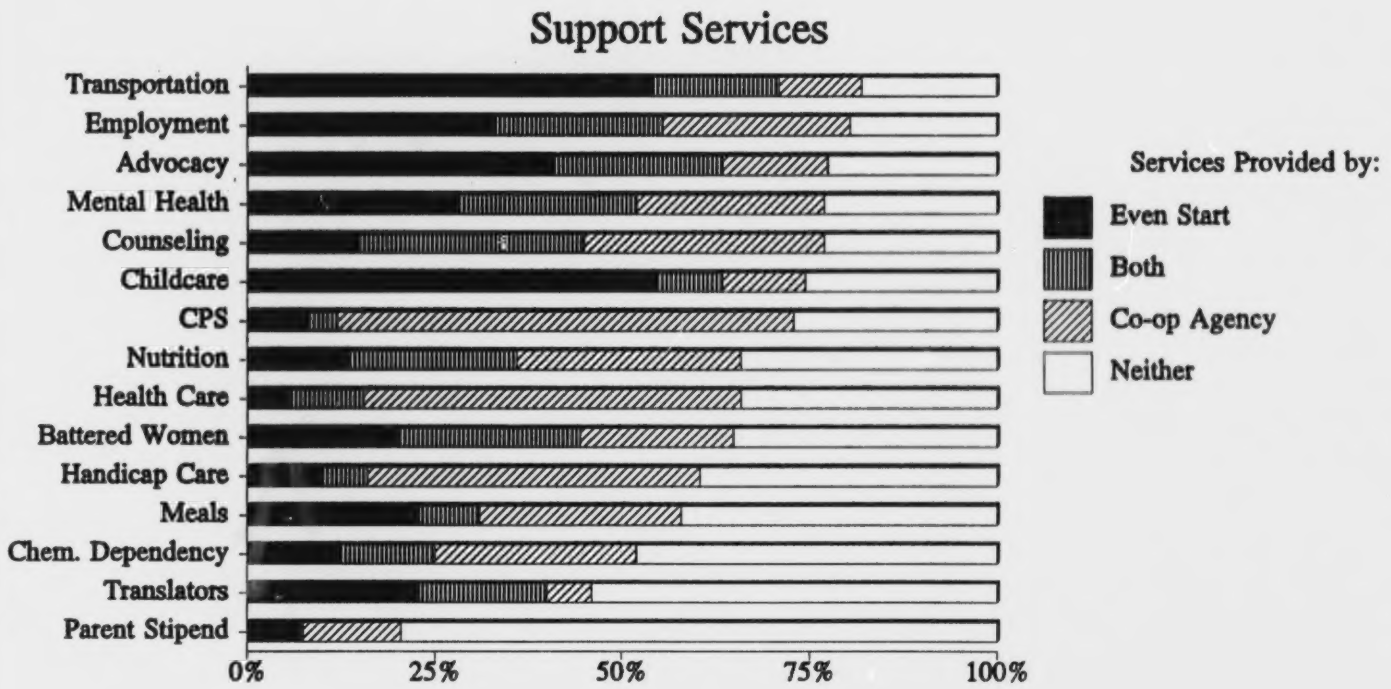

Exhibit 5.13. Support Services and Other Special Activities Delivered by Even Start and by Cooperating Agencies (1989-90 Program Year)

SPECIAL ACTIVITIES

In addition to providing core and support services, Even Start projects hold other periodic or one-time events--special activities--to recruit families, recognize family accomplishments and accomplish other objectives. Exhibit 5.14 lists the five special activities most frequently mentioned by projects along with common purposes for each type of activity.

Field trips to libraries, museums and zoos (provided by 77% of the projects) and social events such as family potluck dinners and celebrations to reward and recognize program participants for their accomplishments (provided by 59% of the projects) were by far the most common special activities. Purposes relate logically to activities. For example, visits to the library guide families on how to access information through reading books, encourage them to read and develop their vocabulary and language skills. Potluck dinners encourage parent/child interaction and promote social interaction with other families seeking to improve their literacy.

COOPERATING AGENCIES AND COOPERATIVE ARRANGEMENTS

Even Start projects are required to establish cooperative arrangements with other agencies to avoid duplicating services offered by other providers. This allows optimal use of limited resources and allows projects to concentrate on providing new services to fill service gaps. Each project reported on the cooperative arrangements it established to provide core and support services during its first eight months of operation.

Cooperative Arrangements for Core Services. Projects were involved in 869 cooperative arrangements to provide core services during the 1989-90 program year (Exhibit 5.15). A wide variety of organizations cooperated with Even Start. About 38% of the agreements were made with "other departments and programs within the public schools." Another 14% of the agreements were with "local, county, state or tribal agencies or organizations," 12% of the agreements were with postsecondary institutions, and 9% were with other community-based organizations. Other cooperating agencies included Head Start, day care or preschool programs, foundations, and volunteer groups. Although they were mentioned least frequently as cooperating organizations, religious institutions (church, temple or mosque) were involved in 11 cooperative arrangements.

Exhibit 5.15 shows that "other programs in the public schools" are mentioned most often as cooperating agencies regardless of the core service area. However, within each type of organization, cooperative arrangements involving postsecondary institutions are most likely to focus on adult education and those involving daycare or preschool programs are more likely to focus on early childhood education.

Exhibit 5.14

Special Even Start Activities and Purposes
(1989-90 Program Year)

Activity	Number of Sites	Purpose
Field Trips Library Museum Zoo Farm	55 (77%)	Acquaint people w/community resources Social interaction Language experience General or specific information value (e.g., how to use the library; basic skill education of parents and children) Attendance incentive To model parent-child interactions Social development
Social Events	42 (59%)	Bring participants together Build self-esteem Build family unity Expose to different cultures Networking, socialization, recreation Parenting Education Special recognition/awards/celebration
Awards/Recognition	7 (10%)	Build self-esteem Motivate participants
Make Toys/Books	6 (8%)	Demonstrate educational value of toys Child development Build self-esteem of parents
Computer workshops	2 (3%)	Demonstrate computers

Exhibit 5.16 displays the percentage of cooperative arrangements by core service area and source of authority over activities. In 40% of the cases, Even Start and its cooperating agencies make joint decisions about core services. Exhibit 5.17 shows the types of mechanisms used to govern Even Start activities in each core service area and reveals that decision making arrangements may involve any of the means listed, but that informal agreements are used more frequently than any other means of coordination (in 37% of the cases). Joint boards are used least (in 9% of the cases). There is little difference in the means of decision making across the core service areas.

Exhibit 5.15

Number and Percentage of Arrangements to provide Core Services by Type of Organization
(Based on 71 projects reporting)
(1989-90 Program Year)

Type of Organization	Core Service Area				
	Parenting Education	Adult Education	Early Childhood Education	Total N	Total %
Other departments/programs within public schools	91	95	144	330	38%
Postsecondary: College, university, trade-technical school or institute	33	49	26	108	12%
Head Start or Home Start	26	11	35	72	8%
Day care or preschool programs	5	1	30	36	4%
Local, county, state or tribal agencies or organizations	46	42	32	120	14%
Foundations, fraternal groups	9	15	9	33	4%
Volunteer groups	9	28	15	52	6%
Other community-based organizations	31	31	17	79	9%
Church, temple or mosque	3	4	4	11	1%
Other	5	15	8	28	3%
Total	258	291	320	869	100%

Exhibit 5.16

Percentage of Cooperative Arrangements to provide Core Service by Core Service Area and Source of Authority over Activities
(1989-90 Program Year)

Source of Authority over Even Start Activities	Core Service Area			
	Parenting Education	Adult Education	Early Childhood Education	Total
Even Start	9%	9%	9%	27%
Cooperating Agency	8%	11%	14%	33%
Co-deciding	12%	14%	14%	40%
Total	30%	34%	36%	100%

Exhibit 5.18 presents the percentage of cooperative arrangements by source of authority and type of organization. In most cases, the source of authority varies only slightly with the type of organization. As was shown in Exhibit 5.16, co-decision making is more common than decision making centered either at Even Start or at the cooperating agency.

Cooperative Arrangements for Support Services. Support services enable families to participate in Even Start core services by removing barriers to their participation. For an activity to qualify as a support service under this definition, the direct recipient of the service must be an Even Start family member. For example, providing transportation so that a parent can attend a class in adult education at a local community college is a support service. On the other hand, conducting an in-service training session for Even Start staff on parenting skills is not a support service because it is not provided directly to an Even Start family member to remove a barrier to participation.

Exhibit 5.17

Percentage of Cooperative Arrangements to Provide Core Service by Core Service Area and the Means of Reaching Decisions about Activities (1989-90 Program Year)

Means of Decision Making	Core Service Area			
	Parenting Education	Adult Education	Early Childhood Education	Total
Informal Communication	4%	5%	7%	16%
Informal Agreement	11%	12%	14%	37%
Informal Advisory Group	4%	4%	4%	12%
Formal Written Agreement	5%	8%	5%	18%
Joint Board	3%	3%	3%	9%
Other	3%	3%	3%	9%
Total	30%	34%	36%	100%

Exhibit 5.18

Percentage of Cooperative Arrangements to Provide Core Service by Source of Authority and Type of Organization (1989-90 Program Year)

Type of Organization	Source of Authority over Even Start Activities			
	Even Start	Cooperating Agency	Co-decision	Total
Other departments/programs within public schools	12%	13%	17%	42%
Post secondary college, university, trade-technical school or institute	5%	5%	3%	13%
Day care or preschool program	1%	2%	2%	5%
Local county, state or tribal agencies or organizations	5%	4%	9%	18%
Volunteer groups	2%	2%	2%	6%
Other community-based organizations	3%	4%	4%	11%
Church, Temple, or Mosque	1%	0%	0%	1%
Other	1%	0%	3%	4%
Total	28%	32%	40%	100%

It was anticipated that support services involving cooperative arrangements would be provided in one of three possible configurations:

- An Even Start project would provide support services that enable its families to participate in the core services provided by a cooperating agency (support provided by Even Start).
- A cooperating agency would provide support services to permit Even Start families to participate in core services delivered directly by Even Start (support provided by cooperating agency).

- Both Even Start and a cooperating agency would provide the same types of support services permitting families to participate in core services (reciprocal support).

Projects were asked to identify each cooperative arrangement in which support services were provided by Even Start, a cooperating agency, or reciprocally between Even Start and a cooperating agency. As Exhibit 5.19 indicates, most cooperative arrangements in which support services were provided were those where a cooperating agency provided the service for Even Start (78%). In 11% of the cooperative arrangements, Even Start provided the support service directly, and in another 11% both Even Start and the cooperating agency provided the service.

Exhibit 5.19

Number and Percent of Cooperative Arrangements for Support Services by Provider of Support (1989-90 Program Year)

Provider	Number of Arrangements	Percent of Arrangements
Even Start	59	11%
Cooperating Agency	424	78%
Both	57	11%
Total	540	100%

Exhibit 5.20 shows the percentage of cooperative arrangements accounted for by each type of support service. None of the 15 different support services listed accounts for more than 11% of the total. Counseling, transportation, health care, child care, meals, employment referrals, family advocacy, and nutrition counseling each accounted for more than 5% of the support service arrangements.

Exhibit 5.20

Percentage of Cooperative Arrangements for Support Services
(1989-90 Program Year)

	Arrangements	
Support Service	Number	Percent
Counseling	58	11%
Transportation	53	10%
Health Care	52	10%
Childcare	45	8%
Meals	39	7%
Employment Referrals	37	7%
Advocacy	37	7%
Nutrition	31	6%
Handicapped Care	22	4%
Translators	21	3%
Child Protective Services	20	3%
Mental Health	19	3%
Referrals for Battered Women	17	3%
Chemical Dependency Referrals	14	2%
Parent Stipend	8	1%
Other	67	12%
Total	540	100%

As is shown in Exhibit 5.21, cooperative arrangements for support services most often involved "local, county, state and tribal governmental agencies and organizations" (31% of the arrangements), "other departments or programs within public schools" (21% of the arrangements) or "other community-based organizations" (20% of the arrangments). This is somewhat different than the distribution of cooperative arrangements for core services, where other departments within the public schools were by far the most frequent cooperating agency. The remaining types of organizations were each involved in only 3% to 5% of the arrangements.

Exhibit 5.21

Percentage of Cooperative Arrangements for Support Services by Organizational Type (1989-90 Program Year)

Organization Type	Arrangements	
	Number	Percent
Other departments or programs within public schools	114	21%
Postsecondary college, university, trade-technical school, institute	25	5%
Head Start, Home Start	24	4%
Day care, preschool programs	22	4%
Local, county, state and tribal governmental agencies and organizations	169	31%
Foundations, fraternal groups, associations	15	3%
Volunteer groups	14	3%
Other community-based organizations	108	20%
Church, temple, mosque	28	5%
Other	21	4%
Total	540	100%

PROJECT IMPLEMENTATION PROBLEMS AND SOLUTIONS

The Project Implementation form of the NEIS includes an open-ended item asking grantees to identify major barriers to the implementation of their Even Start project. Projects were also asked to report strategies or solutions that they used to deal with the barriers.

Several barriers to implementation affected the 1989-90 program year. These barriers are categorized and displayed in Exhibit 5.22 which also includes sample strategies and solutions for dealing with each type of barrier. Many projects listed barriers without corresponding solutions.

Exhibit 5.22

Project Implementation Barriers and Resolutions (1989-90 Program Year)

Barrier	Number of References	Resolution
Communication/coordination with cooperating agencies	34	Held meetings, breakfast meetings with agency staff Had direct personal contact with staff of agencies Was in constant contact by mail and phone Included Even Start as specific agenda item in meetings with agency staff One Even Start staff person was specifically assigned to public relations Formed an advisory group including staff from collaborating agencies No solution
Difficulty in recruitment/retention and motivation of families	30	Stressed confidentiality of participation Stressed public relations, letters, phone calls, visits, word of mouth Formed close links between cooperating agencies to ensure coordinated services Let parents set own agenda Offered attendance incentives Was careful to use non-threatening language in working with families No solution
Lack of transportation for families	26	Contracted for transportation Cooperating agency provided a vehicle Staff members ran a car pool Even Start provided transportation, cooperators provided services Reallocated funds to transportation Purchased Even Start vehicles Paid for taxis Bought bus passes

Exhibit 5.22

Project Implementation Barriers and Resolutions (1989-90 Program Year)

Barrier	Number of References	Resolution
Problems with staffing (recruitment, training, time commitments, turnover)	25	Combined some part-time positions to full-time Gave in-depth training to staff Hired bilingual paraprofessionals Provided monthly inservices Went outside of school system to by-pass union rule problems Spent lots of time with personnel director to facilitate rapid hiring Hired consultants
Absence of program models/guidelines/expertise	19	Conducted careful research on the topic Paid attention to families' needs and staff's ideas Washington D.C. meeting helped (Many projects were unaware of models, no solution listed)
Lack of facilities/space/equipment	19	Held meetings with cooperating agency staff Put Even Start on public school schedule Built new facility Shared space with cooperating agency Leased space
Difficulty scheduling program services	13	Scheduled home activities and Saturday hours Held short sessions Designed schedule after meeting with parents Close communication with participants
Evaluation requirements	13	Having finalized forms helped

Exhibit 5.22

Project Implementation Barriers and Resolutions
(1989-90 Program Year)

Barrier	Number of References	Resolution
Funding	12	Made phone calls and held meetings to get budget approval Received some help from cooperating agencies Received additional grant monies Reallocated funds
Lack of childcare	11	Program staff provided day care Had cooperative agreement for childcare Paid for childcare Arranged to have Even Start siblings in kindergarten to be full day
Complexity of program	8	Staff commitment was necessary Cooperating agencies were needed
Timing of receipt of funds	7	Extended enrollment into spring Ran a summer session
Eligibility criteria should be broadened	4	None
Meals/nutritional snacks are needed	3	Cooperating agency provided food
Rural distances make service delivery difficult	3	Made extensive use of telephones
Mobility of target population	2	Established rapport so people call when they move

The four most common barriers, those reported by 25 or more projects, were (1) communication and coordination with cooperating agencies, (2) difficulty in the recruitment, retention and motivation of families, (3) lack of transportation for program participants, and (4) staffing issues (e.g., recruiting, training, and coping with high turnover). Several other barriers were mentioned, including an absence of program guidelines or models (19 projects), reflecting the fact that Even Start is a new program and that the first cohort of projects were responsible for developing and inventing their activities rather than relying on existing resources. Lack of facilities and a need for space was mentioned by 19 projects, again reflecting the fact that Even Start was new and required its own facilities. Another 13 projects pointed out that scheduling program services was a problem, and that flexibility was required in designing projects that parents can attend.

Projects were also asked to identify features of the Even Start law or regulations which they feel need revision to permit more effective implementation. About half the projects suggested that the criteria for eligibility be made more flexible (see Exhibit 5.23). In particular, many suggested that the law allow projects to serve families with children younger than one and older than eight. In a related concern, some projects observed that families ought to be permitted to continue in the program until the adult completes the adult education component or after the youngest child reaches eight, whichever is longer.[2] Others were concerned that limiting services to families residing in Chapter 1 elementary school attendance areas prevented the project from serving many families in need.

Sixteen (23%) of the projects expressed concern about the national evaluation. Some of these included concerns that the data collection imposes an undue burden, that paperwork should be reduced, and recommendations that there should be less emphasis on testing. The national evaluation has been a collaborative effort between the Department of Education, the national evaluators, and the Even Start projects. Even Start staff have been asked to participate in evaluation conferences, to provide feedback on draft data collection forms, and to shoulder the responsibility for data collection. To enable them to comply with these requirements, Even Start projects have received increased funding ($5,000 or $10,000 per project per year, depending on the size of the project). The close involvement of Even Start projects has benefited the evaluation; however, Even Start staff properly see their main role as one of providing services, and so it is not surprising that some projects worry about the burden of cooperating with the evaluation, even if the time to do so is compensated.

On the other hand, there were recommendations that the national evaluators should visit all sites, and that the evaluation should include more narrative items. This indicates that projects are indeed concerned that the evaluation be done properly, and that they are not simply complaining about burden.

A small group of projects (13%) felt that fiscal issues interfered with effective implementation. These issues included uncertainty about the use of unobligated funds from the first year, delays in getting budgets amended, and the realization that funds were needed in several areas that were initially unforseen, e.g., renting space at a cooperating agency, purchas-

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[2] As noted earlier, the National Literacy Act allows Even Start projects to provide services to children birth through age seven. It also allows a family to continue participating in Even Start until all family members are individually ineligible.

Exhibit 5.23

Features of the Even Start Law or Regulations that May Need to be Revised to Permit More Effective Implementation (1989-90 Program Year)

Features of the Law	Sites Suggesting Revision	
	Number	Percent
Eligibility criteria need to be more flexible	34	48%
Evaluation concerns	16	23%
Fiscal issues, esp. making use of funds more flexible	9	13%
Expand allowable services (e.g., vocational ed)	9	13%
Administrative issues (esp., timing of grant dispersal)	6	8%

ing meals for parents at school, and providing transportation. Finally, a few projects (8%) complained that some administrative practices, not necessarily defined by the law or regulations (e.g., the timing of the grant dispersal), made it difficult to get the project under way. Funding in early fall, for example, makes it difficult to attract well-qualified staff as practitioners are often committed to other positions by late summer.

TECHNICAL ASSISTANCE NEEDS

Approximately 60% of the projects identified one or two technical assistance needs (Exhibit 5.24) although no single area stood out as requiring extensive technical assistance. Ten projects indicated a need for assistance in meeting the NEIS evaluation requirements. This need is being addressed by the ongoing telephone and mail assistance provided by RMC Research Corporation, as well as by the annual evaluation conferences and the annual NEIS training sessions.

All of the core service areas were listed explicitly by at least two projects. Most of these were requests for assistance with program models and curricula encompassing early childhood education (home-based models and programs for children less than three), parenting education ("culturally relevant" materials), activities involving parents and children together (teaching parents to teach children), and adult education (particularly literacy, Spanish language materials

Exhibit 5.24

Areas of the Program for Which Technical Assistance is Wanted (1989-90 Program Year)

Program Area	Projects Needing Assistance	
	Number	Percent
Evaluation / NEIS	10	14%
Adult Basic Education	6	8%
Increasing participant involvement	5	7%
Sharing of information across projects	5	7%
Integrating components	4	5%
Fiscal assistance	4	5%
Parenting education	3	4%
Early Childhood Education	2	3%
Social Problems in families	2	3%
Total	41	100%

and dealing with learning disabilities). Integration of the core service components into a unified program was listed by several projects as a technical assistance need, in particular with regard to integrating parenting education and family literacy with adult basic education.

Home visits were the focus of technical assistance needs, not only for models and curricula, but also in terms of staff training. Staff training on cultural awareness for Hispanic and Asian populations was also requested.

Technical assistance with social problems in families, such as domestic violence, substance abuse, and acquiring economic self-sufficiency, was listed as a need by five projects. Another technical assistance need specified by five or more projects had to with strategies to recruit and retain hard-to-reach populations.

Five projects were interested in cross-project sharing of information to learn more about running responsive and effective Even Start programs. A number of projects requested assistance presenting project results to local audiences, such as school boards or for general public dissemination.

The primary need for technical assistance with fiscal concerns had to do with identifying and linking up with other agencies and funding sources in order to meet the federal requirements for local contributions. One project felt more clarification was needed regarding regulations on the use of funds.

CHAPTER 6

DESCRIPTION OF SERVICES RECEIVED BY EVEN START PARTICIPANTS IN PROGRAM YEAR 1989-90

Whereas the previous chapter described the services offered by, or implemented by, Even Start projects, all members of Even Start households do not receive all services. Therefore, the present chapter describes the core and support services that were received by Even Start participants during the first program year. It should be recalled that the 1989-90 program year was the first year of implementation for Cohort 1 Even Start projects, and it was not expected that all projects would be able to be fully operational. Some of the important conclusions about core services received by Even Start families are:

- 40% of Even Start families participated in all three core services.
- 82% of Even Start families had at least one adult that participated in parenting education.
- 57% of Even Start families had at least one adult that participated in adult basic education.
- 78% of Even Start families had at least one child that participated in early childhood education.
- No core services were received by any child or adult in 5% of Even Start families.

CORE SERVICES

End-of-year reports about participation in Even Start core and support services were received for 3,529 adults and 3,940 children in 2,307 families. Not all adults in Even Start households were expected to participate in core services, and the majority of the adults who did not participate in core services were members of households in which another adult did participate. Typically, (in 61% of households with two or more adults) only one adult in a household participated in Even Start core services. Of all adults, a total of 2,473 (70%) participated in at least one Even Start core service, and the discussion which follows is based on those 2,473 "participating" adults.

Information on the participation of adults in Even Start core services is presented in Exhibit 6.1. The vast majority of participating adults (91%) were involved in Even Start core services designed to enhance parenting skills. Of the 2,247 adults participating in parenting activities, 85% participated in activities involving adults and children together, while 77% participated in parenting education activities for parents alone.

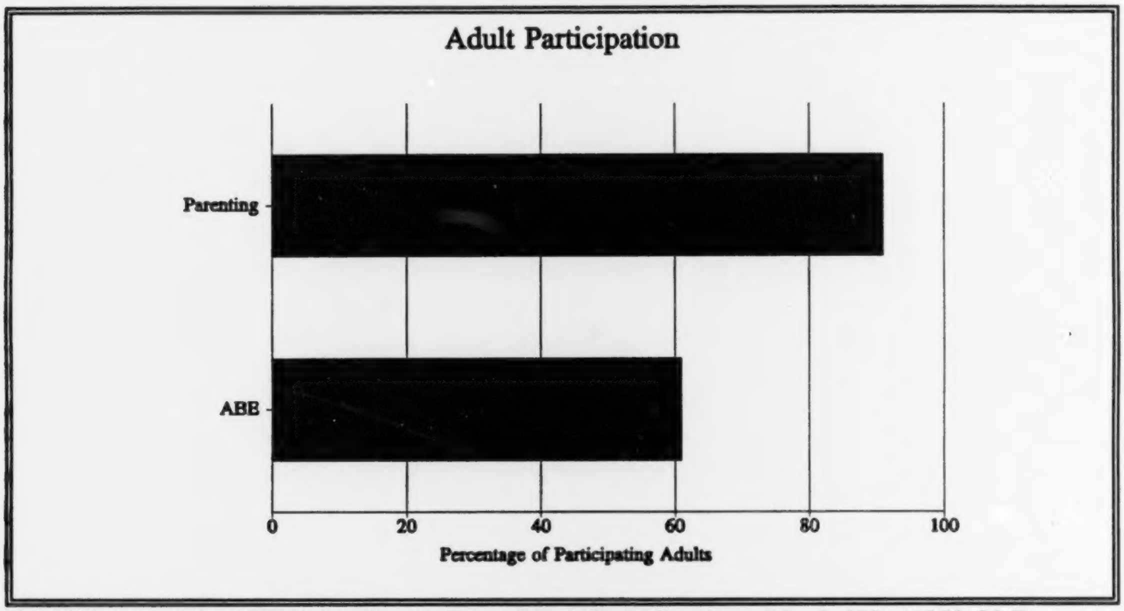

Exhibit 6.1. Adult Participation in Even Start Core Services (N=2,473) (1989-90 Program Year)

Nearly 61% of the participating adults were involved in some form of adult basic education (ABE). The percentages of these 1,507 adults involved in specific types of ABE are presented in Exhibit 6.2. Approximately one-third of the adults marked more than one category, therefore the percentages for specific types of ABE overlap. Twenty percent of adults participating in ABE were involved in courses corresponding to grades 0-4 and other 19% in courses corresponding to grades 5-8. About 26% participated in secondary level education (grades 9-12). The largest percentage of adults (49%) were engaged in GED preparation, and nearly 13% participated in ESL classes. Another 4% indicated participation in educational services that did not fit into the specific grade level options; these activities were primarily focused on literacy or on brief reviews of basic skills.

Information on participation in ECE core services was reported for 3,940 children between the ages of one to seven in Even Start households. Of this number, 2,542 (65%) participated in some type of ECE core services (Exhibit 6.3). Of these participating children, nearly 50% took part in Head Start (10%) or other preschool (39%) programs. Even Start

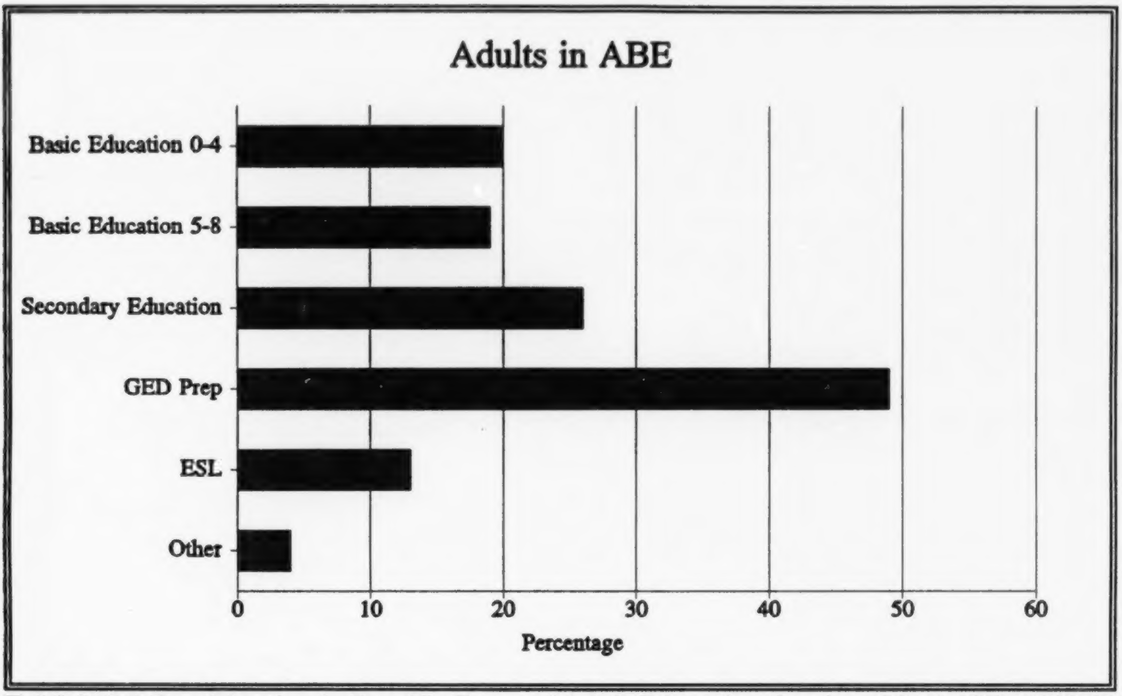

Exhibit 6.2 Participation in Specific Types of Adult Education Services (N=1,507) (1989-90 Program Year)

programs that were coordinated with or jointly planned with public school programs in kindergarten and primary grades each accounted for 16% of ECE participation. The "other" category (32% of participation) encompassed primarily home visitation programs but also included after-school and other locally developed programs.

SUPPORT SERVICES

Information on participation in support services by adults and children is displayed in Exhibit 6.4. This graph and the numbers presented below apply to the 72% (1,771) of the 2,473 participating adults and 64% (1,637) of the 2,542 participating children who received support services. They do not include other adults or children in Even Start households. Only 9% of adults who did not participate in Even Start core services received support services, almost exclusively child care and transportation services. There was a relatively high percentage of eligible children (35%) who did not participate in core services but who were involved in support services. Again, this was primarily child care (76%) and transportation (66%) as well as meals (47%).

The most frequently used support services were transportation, custodial child care, and meals: 45% of children and 44% of adults received transportation assistance, nearly 39% of

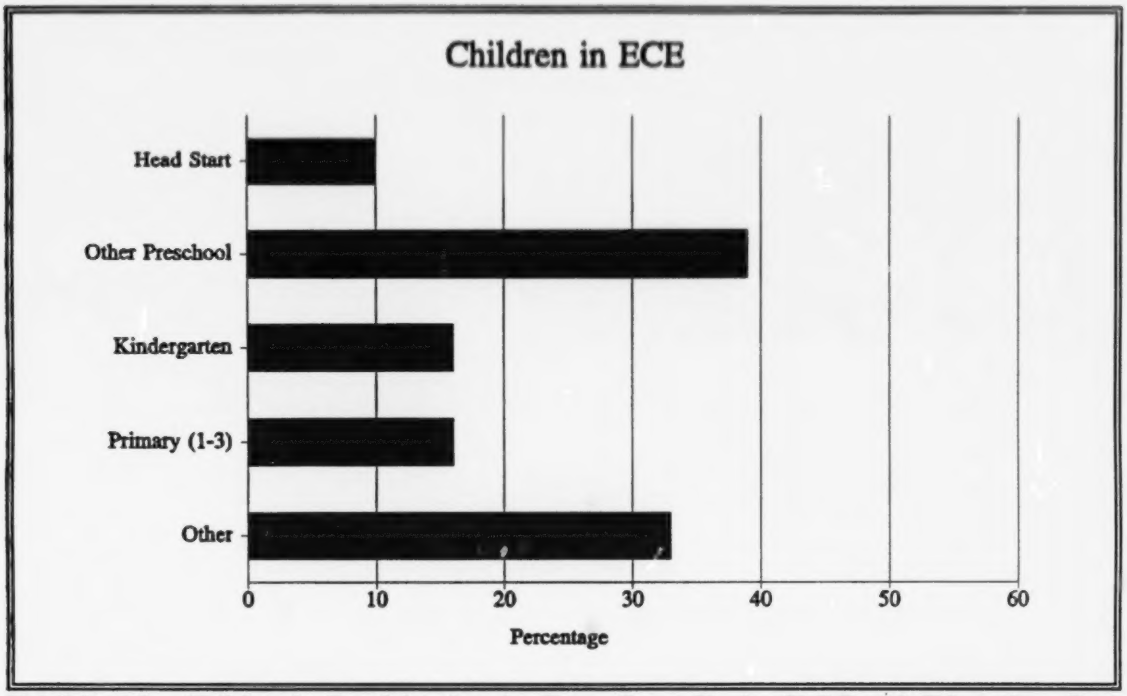

Exhibit 6.3 Children's Participation in Even Start Early Childhood Education Core Services (N=2,542) (1989-90 Program Year)

children and 24% of adults were provided meals; 50% of adults took advantage of custodial child care and 33% of children were involved in child care to support their parents' participation in Even Start core services.

A higher percentage of adults (21%) than children (9%) used counseling services, while the reverse was true for health care (13% children, 9% adults). Translators were utilized by 2% of children and 5% of adults to support participation in core services. Advocacy with other agencies (13%), stipends (4%), referrals for chemical dependency (2%) and special care for handicapped family members (1%) were support services listed only for adults.

No use of support services was reported for 28% of adults and nearly 36% of children who participated in Even Start core services. This does not necessarily indicate an implementation problem. Rather, it shows that about a third of all adults and children who took part in Even Start core services during the 1989-90 program year were able to do so without the need for any support services.

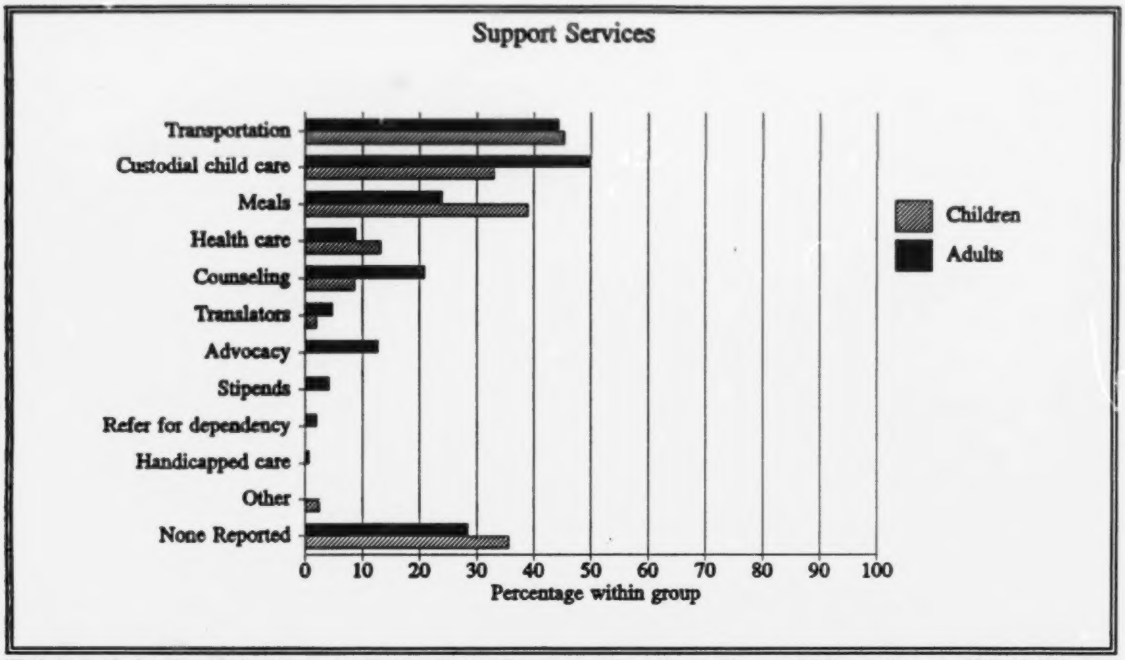

Exhibit 6.4 Participation in Even Start Support Services (N=1,759 adults, 1,629 children) (1989-90 Program Year)

LEVEL OF PARTICIPATION

It should be remembered that the 1989-90 program year was the first year of implementation for Even Start, and it would be unrealistic to expect all projects to be able to fully, easily, and quickly implement a program as complex as Even Start. Ideally, all Even Start families ought to participate in parenting education, adult education and early childhood education at some point during their enrollment in a project. Just how soon after enrollment a family will reach this full level of participation depends upon the stage of project implementation, the schedule developed for providing core services and the strategies used to recruit families to full participation.

Level of Participation Variables. To examine variation in level of participation and to develop a system that could be used to assess projects at a more mature stage of development, three variables were created to summarize the "level of participation" in Even Start core services for (1) families, (2) adults and (3) children. The family, adult, and child levels of participation take into account whether or not family members participated in all types of core services that define Even Start programs: parenting education, adult basic education (ABE) and early childhood education (ECE). The participation variables allow us to understand the range in the patterns of services received by Even Start participants in the first reporting year, as well as the variety of participation among family members. While not an ordinal scale (i.e., some levels do not represent a higher level of participation than the ones below), the highest levels do indicate the most complete participation in core services. Level 7 for families, Level 4 for adults and Level 3 for children indicate "ideal" participation.

Family Participation Variable:
Level 7 = "Ideal" participation: ECE, Parenting, and ABE
Level 6 = Any child participating in ECE / any parent with ABE only
Level 5 = Any child participating in ECE / any parent with parenting only
Level 4 = No child participating in ECE / any parent with parenting and ABE
Level 3 = No child participating in ECE / any parent with ABE only
Level 2 = No child participating in ECE / any parent with parenting only
Level 1 = Any child participating in ECE
Level 0 = No children or adults participating in any core services

Child Participation Variable:
Level 3 = ECE and at least one adult with parenting and ABE
Level 2 = ECE and at least one adult with parenting
Level 1 = ECE core services only; no adult with parenting
Level 0 = No core services reported

Adult Participation Variable:
Level 4 = Parenting and ABE and at least one child with ECE
Level 3 = Parenting and ABE but no child with ECE
Level 2 = ABE core services only
Level 1 = Parenting core services only
Level 0 = No core services reported

In fully implemented projects, we would hope to see a high percentage of participants at the ideal levels. On the other hand, a lower level of participation does not necessarily indicate a problem with the program design or implementation--it could simply mean that participants are not yet attending or are not fully integrated into all core services. Level 0 does not mean that no services exist; rather it means that a given family was not recorded as having received any of the services during the reporting period.

Family Level of Participation. The percentage of adults, children, and families at different levels of participation for the 1989-90 program year are presented in the top, middle, and bottom parts of Exhibit 6.5 (additional details are presented in Appendix I). Clearly, the percentages of adults, children, and families who participate fully in all Even Start core services is lower than would be expected if all projects were fully implemented and all families had been in the project long enough to have received core services during the reporting period. Nonetheless, the bottom part of the exhibit shows that 40% of families were at the ideal, and hence fullest, level of participation: these families had a child in ECE, an adult in parenting education, and an adult in ABE. The next most common level of participation for families is Level 5: 27% of families were at this level in which a child is in ECE and an adult receives parenting education but not ABE. Other family levels of participation are much less common, each accounting for less than 10% of the families. If levels 5 to 7 are combined, it can be seen that at least one adult and one child participated in some type of Even Start core services in 72% of families. On the other hand, no core services were received by any child or adult in 5% of Even Start families.

Adult Level of Participation. The top portion of Exhibit 6.5 shows that 91% of Even Start families had an adult that participated in some form of core service (adult levels 1 to 4), that 82% of Even Start families had an adult that participated in parenting education (adult levels 1, 3, 4), and that 57% of Even Start families had an adult that participated in ABE (adult levels 2, 3, 4). No core services were received by any adult in 9% of Even Start families.

Child Level of Participation. The middle portion of Exhibit 6.5 shows that 78% of Even Start families had a child that participated in ECE (child levels 1 to 3), and that 41% of families had a child that participated at the fullest level of implementation (ECE plus a parent with parenting education and ABE). No core services were received by any child in 21% of Even Start families.

Reasons for Less than Ideal Levels of Participation. There are a number of reasons why core services do not appear to be fully implemented for all participants based on participation levels determined as of 31 May 1990. First, the end of the first "reporting year" was only eight months after the Even Start grants were awarded in October of 1989. During the fall and winter of 1989, many projects focused on hiring and training staff and recruiting families. Hence, the delivery of core services did not begin until some months after award of the grant. Second, defining participation at one point in the arbitrarily determined "reporting year" does not take into account variations in how program services were offered, as well as when, during the year, core services were implemented and when, during the course of program operations, a given family started receiving core services. Exhibit 6.6 displays some of the variations typical in the first year of program operations which would lead to a less than "ideal" level of participation.

Example A in Exhibit 6.6 shows how a project offering parenting education and ABE in sequence rather than concurrently would not be represented in the "ideal" participation categories if the end of the reporting year came before ABE was offered, even though all families received complete core services over the course of their involvement with Even Start. Another likely configuration of events which would affect levels of participation is depicted by example B. The family begins parenting education and ECE core services before the end of the "reporting year," but does not begin receiving ABE core services until the beginning of a new "school year." Families in examples A and B would be recorded as Level 5 in the first year but would be recorded as Level 7 in the next reporting year.

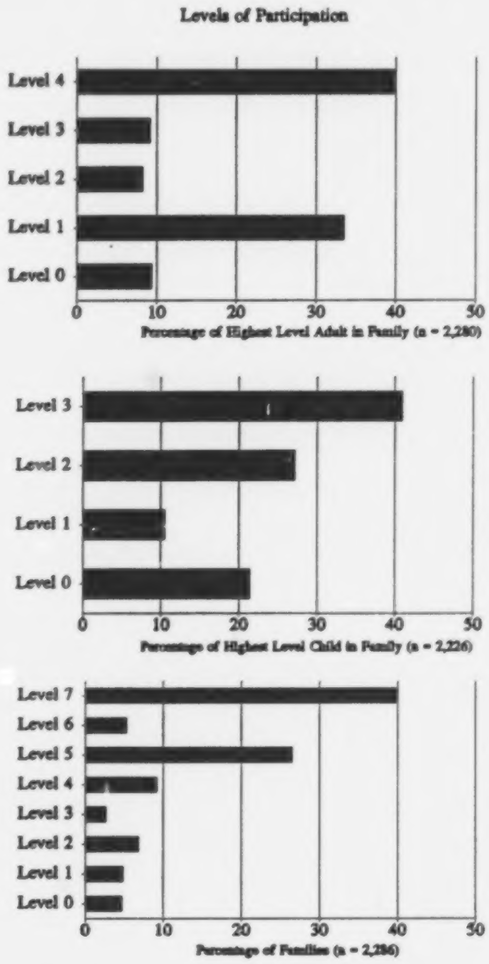

Exhibit 6.5. Levels of Participation in Even Start Core Services (1989-90 Program Year)

In some cases, projects have added services to cover family situations not covered by the original program plans. Example C of Exhibit 6.6 represents, for example, a case in which ECE services may have only been available for preschool children, leaving a family with a six-year-old child without ECE services. In the next program year, after-school core services were developed to bring older children more fully into the program. Families with this configuration would be recorded as Level 4 for the 1989-90 program year.

Scheduling services for parents was listed as a barrier to implementation by some projects. Example D of Exhibit 6.6 illustrates a case in which working parents, recruited from an ABE class, may not have been able to get involved in parenting education classes until a schedule was

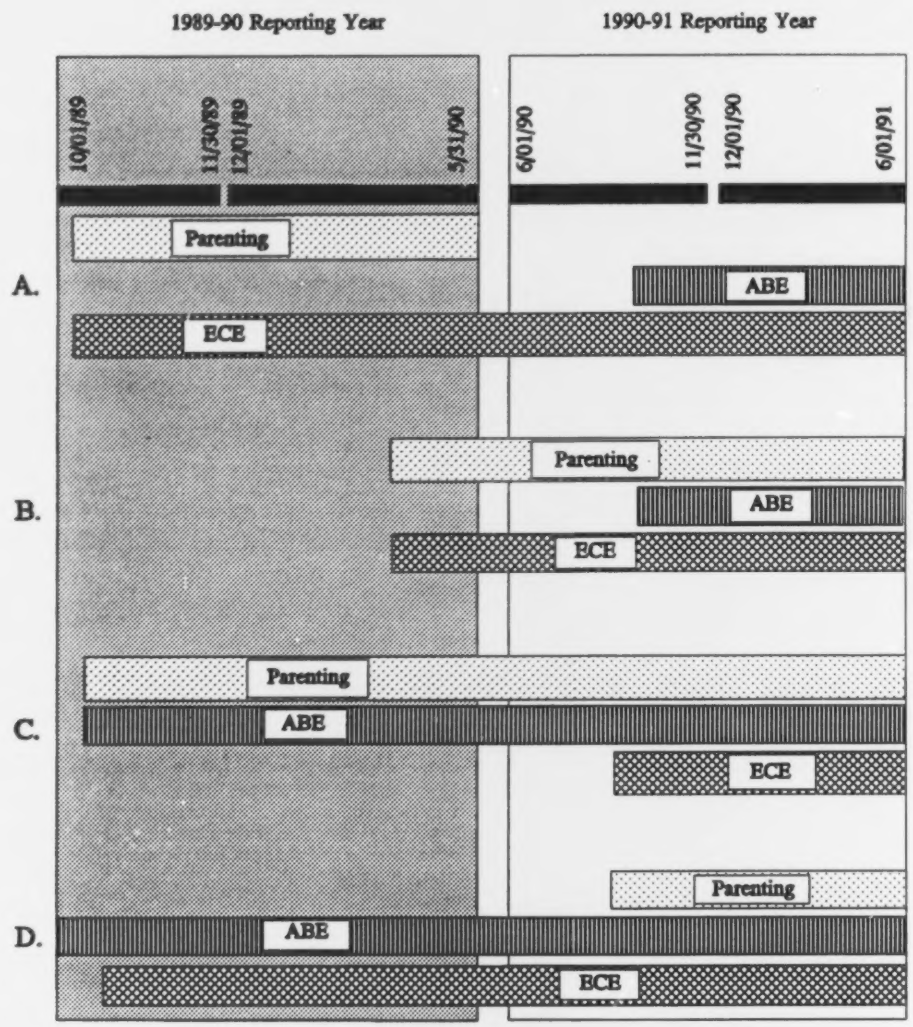

Exhibit 6.6. Variations in Program Participation (1989-90 Program Year)

available which met their needs. Families with this configuration would be recorded as Level 6 for the 1989-90 program year.

Project-Level Variation in Core Service Participation. It was reported above that 40% of the families enrolled in Even Start participated in all three core services (parenting, ABE, and ECE) during the 1989-90 program year. However, because of differences in the speed with which projects implemented core services and differences in the commitment of family members to full participation in Even Start services, there are large differences among Even Start projects in the degree to which families participated.

Exhibit 6.7 shows, for each of 63 projects, the percentage of families that were at the ideal level of participation, i.e., they participated in all three core services. In this and in subsequent exhibits describing project-level participation, the 63 projects are ordered from the highest to the lowest percentage of ideal participation. It can be seen that three projects had all families at the fullest level of participation, and the majority of projects reported that the percentage of families participating in all three core services was higher than the overall rate of 40%--nearly half of the projects had more than 60% full participation. On the other hand, eight projects had no families that participated in all core services.

Project-level distributions of participation are presented separately for each of the three core services in Exhibit 6.8 (for adult basic education), Exhibit 6.9 (for early childhood education), and Exhibit 6.10 (for parenting education). As was the case for ideal participation, there is wide project-to-project variation in the percentage of families that participate in the individual core services. It was rare for families to exhibit a lack of participation in any core service. Only two projects reported that more than 30% of their families received no core services during the 1989-90 program year.

Adult basic education was the core service with the greatest amount of variability in implementation: across all projects only 57% of families had at least one adult who participated in ABE. When examined on a project-by-project basis (Exhibit 6.8), it can be seen that there is great variation among projects in the percentage of families that participated in ABE. Since the projects are presented in the same order as in Exhibit 6.8, it is clear that the projects with low rates of ideal participation are, in many cases, those with low levels of ABE (e.g., projects 1-7, 9, and 10-15). Twenty-nine projects delivered ABE to 80% or more of their families, while 14 projects delivered ABE to 20% or less.

Early childhood education was received by at least one child in 78% of all Even Start families. Exhibit 6.9 shows the percentage of families participating in early childhood education on a project-by-project basis. Participation levels were higher than for adult basic education with 37 projects delivering, ECE to 80% or more of their families, while only one project delivered ECE to 20% or fewer families.

Finally, parenting education was the most-commonly received core service. Parenting education was received by at least one adult in 82% of all families. Exhibit 6.10 shows that,

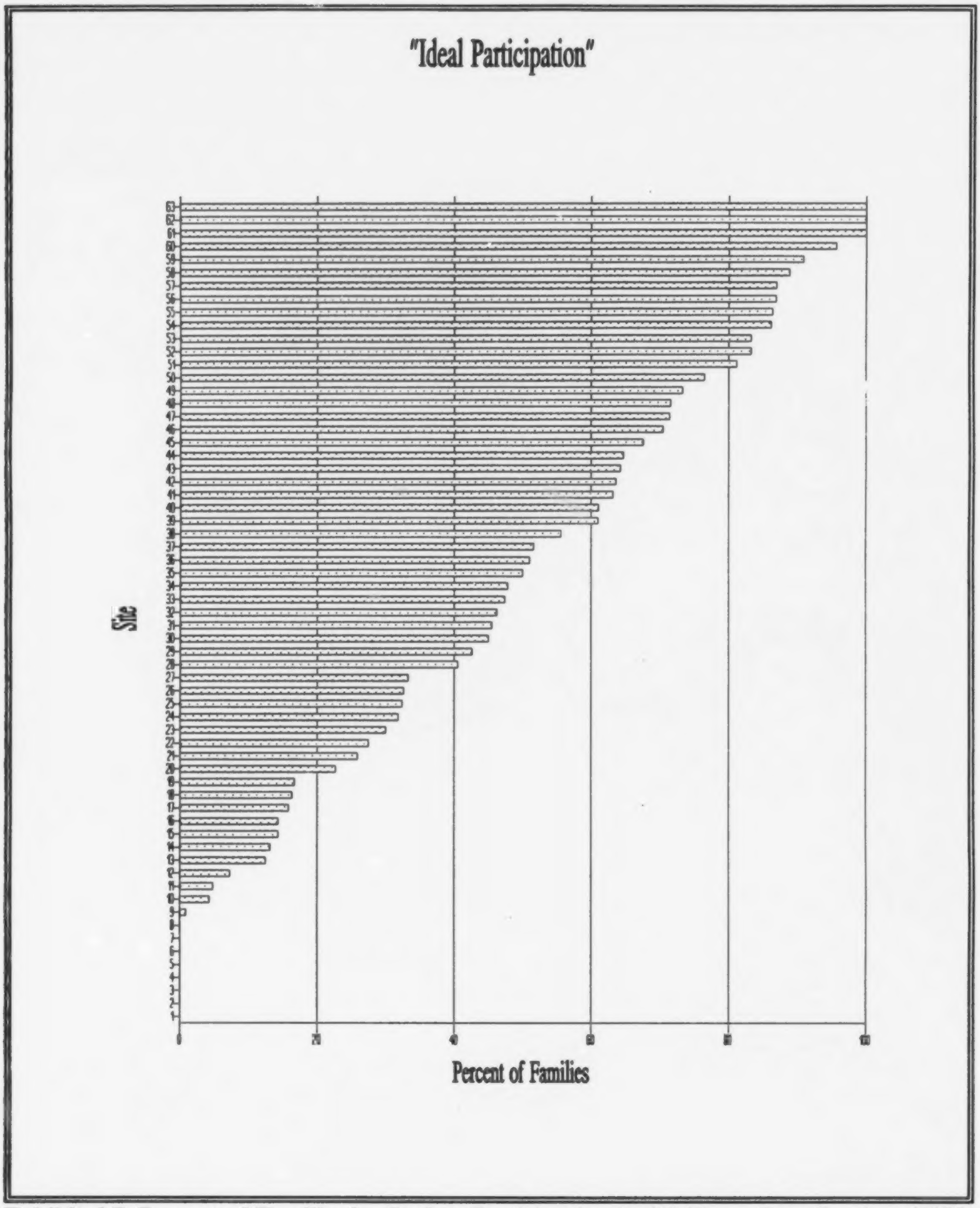

Exhibit 6.7 Percent of Families by Project Participating in All Three Core Services (1989-90 Program Year)

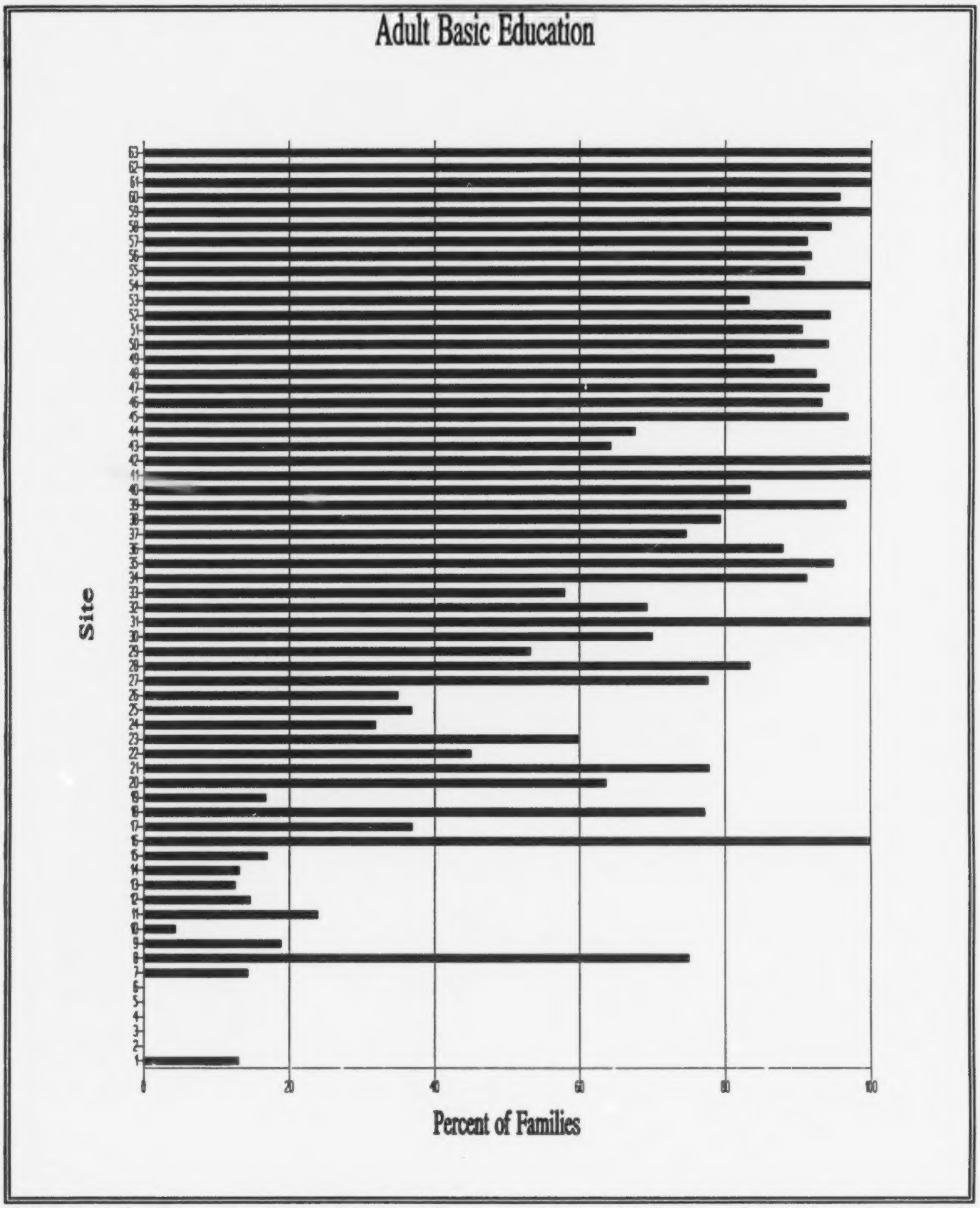

Exhibit 6.8 Percent of Families by Project with at least One Adult in Adult Basic Education (1989-90 Program Year)

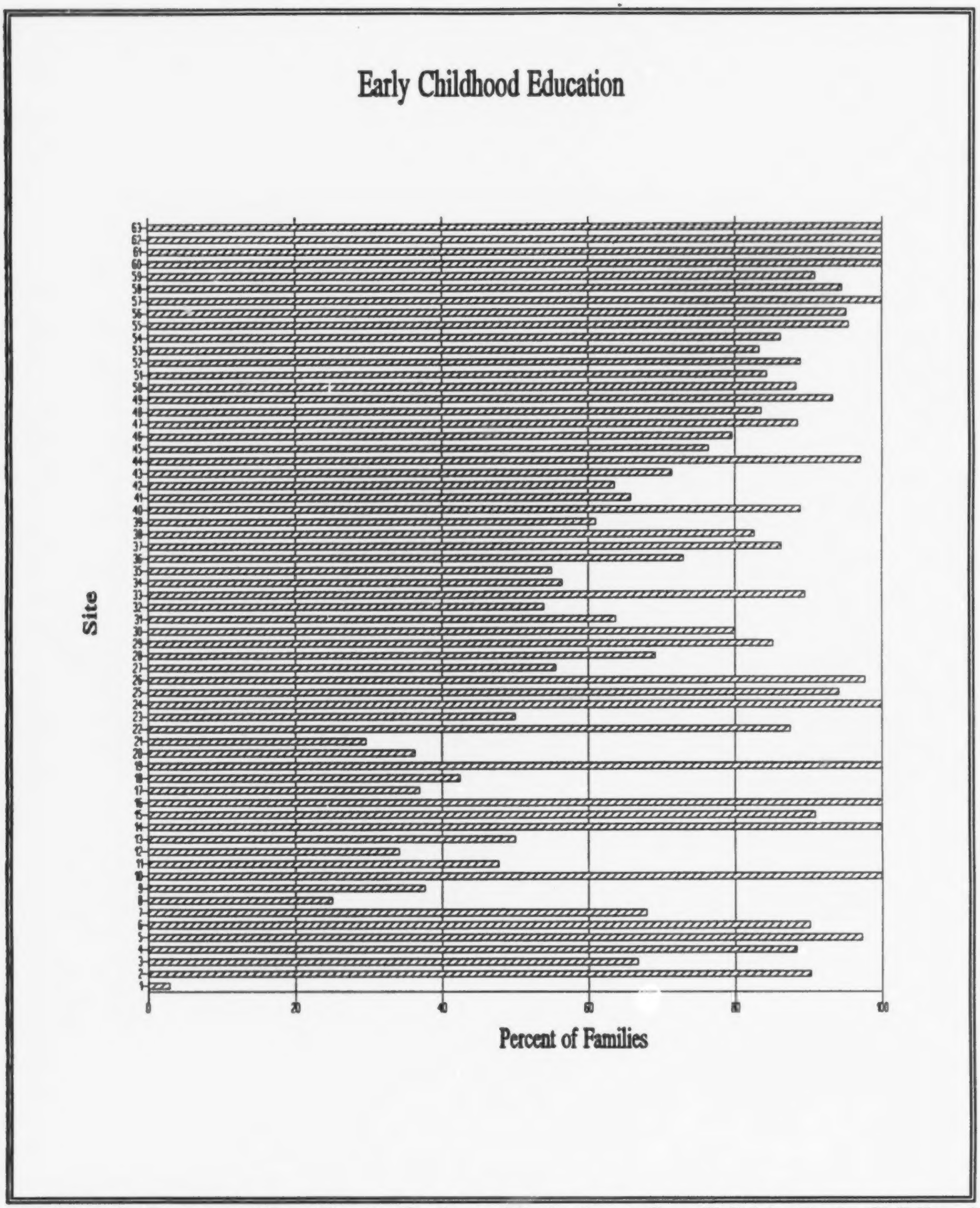

Exhibit 6.9 Percent of Families by Project with At Least One Child in Early Childhood Education (1989-90 Program Year)

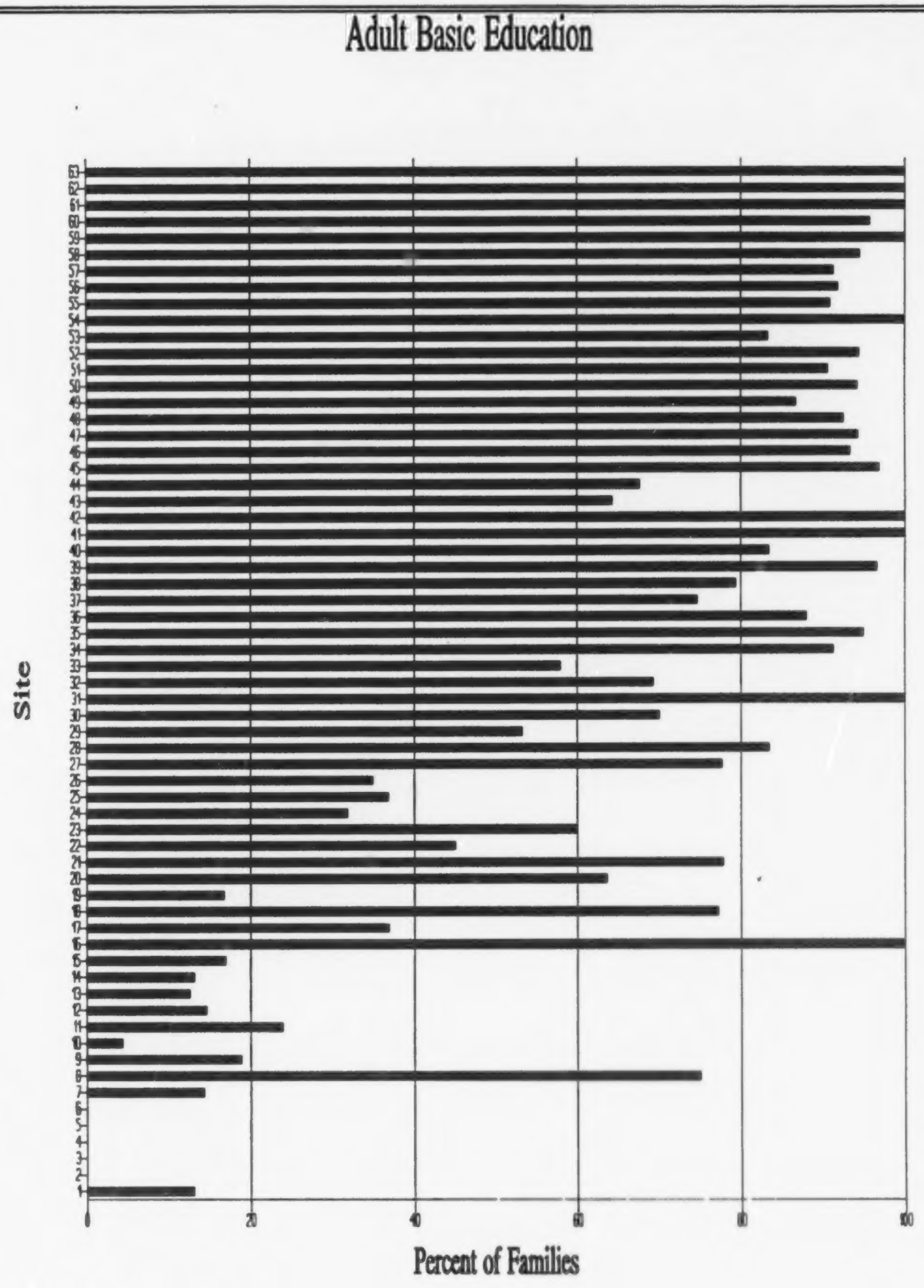

Exhibit 6.10 Percent of Families by Project with at least One Adult in Adult Basic Education

on the project-level, only two projects delivered parenting education to 20% or fewer of their families, while 43 projects delivered parenting education to 80% or more of their families.

CHAPTER 7

CONCLUSIONS ABOUT EVEN START IN THE 1989-90 PROGRAM YEAR

In the first program year (1989-90), Even Start projects were generally successful at recruiting families from the intended population, at setting up collaborative arrangements, and at designing and implementing projects that offered core services (parenting education services, adult basic education services, early childhood education services), a wide range of support services (e.g., transportation, child care), and many different special activities (e.g., field trips, social events). On the other hand, 1989-90 was a start-up year for all Even Start projects, and many implementation problems were encountered, including difficulties with cooperating agencies, problems finding staff, lack of transportation, and difficulties recruiting families. Of all Even Start households, 82% had at least one adult who participated in parenting education, 57% had at least one adult who participated in adult basic education, and 78% had at least one child participate in early childhood education. However, only 40% of all Even Start families participated in all three core services, and 5% of all Even Start families did not participate in any core services. These percentages vary greatly from project to project.

CONCLUSIONS ABOUT EVEN START PARTICIPANTS

Seventy-one of the 73 Cohort 1 Even Start grantees reported on the status of their projects during the eight-month period from the time they received their initial grant in October 1989 through the end of May 1990. During this period, Even Start projects provided services to over 2,800 families containing about 4,500 adults and 4,800 children[1].

Based on the data reported from the 1989-90 program year, it is clear that Even Start projects are serving the targeted population. The requirements for entry to Even Start during its first year were that the family have a child between the ages of one and seven, that an adult in the household be eligible for adult basic education, and that the family live in a Chapter 1 elementary school attendance area. All of the participating Even Start households had at least one child between the ages of one and seven, 78% of the adults who participated in Even Start core services did not complete high school, and 71% of Even Start families had an income under $10,000. The Even Start population can be further described as follows:

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[1] More families were served but projects did not keep records on all families during the 1989-90 start-up year.

- 50% of Even Start families describe themselves as couples with children, 40% are single parents, and 10% have extended families or other living arrangements.

- 52% of Even Start families report job wages as their primary source of financial support, while 48% report that government assistance is their primary source of support.

- Most adults in Even Start are between the ages of 22-29 (47%) and 30-39 (33%). Only 11% are 21 years old or younger.

- 82% of Even Start adults are female, 18% are male.

- 39% of Even Start adults are white, 35% are black, 15% are Hispanic, 7% are Native American, and 3% are Asian or Pacific Islander.

- English is the primary language of 79% of Even Start adults, while Spanish is the primary language for 15%.

- About half of the children in Even Start households had some educational experience prior to entry into Even Start (15% Head Start, 11% other preschool, 19% Kindergarten, 11% primary school).

- 4% of the adults and 7% of the children served by Even Start are identified as having disabilities.

CONCLUSIONS ABOUT THE IMPLEMENTATION OF EVEN START PROJECTS

Over $14 million was spent to fund 73 Even Start projects operated by local education agencies in the fall of 1989. About half of the projects were in urban areas and half were in rural areas. Almost half were in the South, with the remainder roughly equally split between the Northeast, Midwest, and West. This distribution is not surprising given that generally, only two Cohort 1 projects were awarded in any state, one urban project and one rural project, and that the South has many more states than the other Census regions.

Recruiting

One of the first tasks of Even Start grantees was to recruit families. Many different recruitment strategies were used, including (in order of reported success) home visits, referrals by public schools or other agencies, personal telephone contacts, targeted mailings, and the mass media. About one-third of the projects set stricter eligibility requirements than mandated by the law. This was done by targeting families with children of certain ages.

In the process of recruiting families, projects made frequent use of tests and other formal and informal instruments for diagnosis, screening, and evaluation of adults and children. Over 50% of the projects assessed the basic skill levels of adults and 35% of the projects tested children. This type of testing was done for programmatic purposes--it was not mandated as part of the national evaluation.

Core Services Delivered

The primary purpose of Even Start is to integrate early childhood education and adult education for parents into a unified program. To this end, all even Start projects are required to provide three "core services" for the education or instruction of adults and children: (1) parenting education services that assist parents in developing the capacity to function as teachers for their children; (2) adult basic education services that develop literacy skills of parents; and (3) early childhood education services that meet early education needs of children. As specified in the law, core services can be provided either by staff funded through Even Start or by staff funded by cooperating agencies. In addition to the three core services, Even Start projects are required to provide educational and instructional services that involve parents and their children in joint activities.

Parenting Education Services. Even Start projects provided a wide range of parenting education services including behavior management, child development, assistance with other social service agencies, the role of parents in education, school routines, health and nutrition, building parental self-esteem, and life skills. Each of these different types of parenting education was provided by at least 80% of the projects. About half of the Even Start projects provided parenting education directly, about 25% shared provision with a cooperating agency, and only 5% to 10% delegated provision of parenting education to a cooperating agency.

Adult Education Services. Over 90% of the projects reported that they provided services to prepare adults to attain a GED, about 80% provided services in adult basic education and adult secondary education, and 54% of the projects provided ESL services to adults. The locus of responsibility for providing adult education services differs markedly from the locus of responsibility for providing parenting education services. Whereas most of the latter services were provided directly by Even Start grantees, only about 25% to 30% of the Even Start projects provided adult education directly. Another 10% to 20% shared responsibility for adult education with a cooperating agency, and about 30% delegated full responsibility for the provision of adult education to an external agency.

Early Childhood Education Services. Children in Even Start projects were provided with a range of early childhood education services. Three different preschool options were used with many projects using combinations of the three: (1) over 60% of the projects enrolled some of their pre-K children in Head Start, (2) almost 40% of the projects enrolled some of their children in a Chapter 1 pre-K program, and (3) almost 80% provided some other preschool option. For children old enough to enter the public schools, 76% of the projects participated in joint planning activities with the public schools, and hence included kindergarten as an Even Start service, and about 60% provided early childhood education services to children under eight years of age who were in primary grades, again through the vehicle of joint planning with the public schools.

Very few of the early childhood education services were provided directly by Even Start--almost all were provided by cooperating agencies. This is not surprising given the high cost of such services and their general availability through cooperating agencies.

Adult/Child Services Delivered

Almost all of the Even Start projects (over 90%) reported that they delivered a wide range of joint parent/child activities, including reading and story telling, developing readiness skills, social development and play, development of gross motor skills, work with numbers, and arts/crafts. More than 80% of the projects also reported adult/child activities in the areas of health nutrition, and writing. About 60% of the projects reported computer-related activities for adults and children.

Support Services Delivered

Even Start projects used funds to provide many different kinds of support services designed to enable families to participate in the core services. Transportation to and from core services was the support service mentioned most frequently (by 82% of the projects). Many other support services were reported by over half of the projects, including referrals for employment and mental health services, family advocacy assistance, child care, counseling, nutrition, health care, aid for battered women, handicap care, meals, and aid for chemical dependency. Many of the support services (especially transportation, child care and care for the handicapped) were provided with Even Start funds, while others (such as health care and child protective services) were provided by cooperating agencies. The legislation requires that support services be obtained from existing providers, whenever possible, to ensure that Even Start projects avoid duplicating services already available and use their funds to step in and furnish more immediate support services.

Special Activities

In addition to providing core and support services, Even Start projects held other periodic or one-time events--special activities-- to recruit families, recognize family accomplishments, etc. The most common special activities were field trips to libraries, museums, zoos, or farms (provided by 77% of the projects), and social events such as family potluck dinners and celebrations to reward and recognize program participants for their accomplishments (59%).

Cooperative Arrangements

Even Start projects are required to establish cooperative arrangements with other agencies, where possible, to avoid duplicating services offered. Collaboration and cooperative arrangements were, indeed, a key focus of the Cohort 1 projects. During the 1989-90 program year, Even Start projects were involved in 869 cooperative arrangements to provide core services. The most frequent types of cooperating organizations were "other departments and programs within the public schools," "local, county, state or tribal agencies," "postsecondary institutions," "other community-based organizations," and "Head Start." Several different decision-making mechanisms were used by Even Start and cooperating agencies, the most common being informal agreements.

As was noted earlier, Even Start projects generally took advantage of the fact that adult education and early childhood education services exist in most communities, and arranged for these core services to be provided through cooperating agencies. On the other hand, Even Start projects often used their own funds to design and deliver parenting education and adult/child activities, since these services are not generally available from other sources.

Even Start projects also entered into cooperative arrangements for the provision of a wide range of support services, including counseling, transportation, health care, child care, meals, employment referrals, family advocacy, and nutrition counseling. Typically, the cooperating agencies provided support services so that families could participate in core services delivered by Even Start. The most frequent cooperating agencies for support services were the same types of agencies that provided core services.

Implementation Problems and Solutions

Even Start projects reported several barriers to project implementation. The most common--each reported by at least one-third of the projects--were: (1) problems related to communication and coordination with cooperating agencies; (2) difficulties in the recruitment, retention and motivation of families; (3) lack of transportation for Even Start families; and (4) problems in recruiting and training staff and coping with high staff turnover. Solutions to the problem of communicating with cooperating agencies usually involved substantial face-to-face contact. Problems in recruiting and motivating families were addressed by ensuring confidentiality, providing incentives for attendance, and including parents in setting agendas. Transportation problems were addressed in a variety of ways--by working with cooperating agencies, running carpools, and paying for transportation. Finally, staffing problems were solved by providing training, using paraprofessionals, and hiring consultants.

Several other implementation problems were listed by 10 or more projects, including an absence of program models and guidelines, a lack of space and facilities, difficulties scheduling program services, requirements of the evaluation, funding problems, and a lack of child care.

Suggestions about the Law and Regulations

Almost half of the projects suggested that the criteria for eligibility be made more flexible so that projects could serve families with children younger than one and older than eight. Some projects also recommended that families ought to be permitted to continue in the program after the adult completes the adult education component or after the youngest child reaches age eight.[2] Still other projects were concerned that limiting services to families residing in Chapter 1 attendance areas prevented the project from serving many families in need. Other concerns were that there was limited flexibility in the use of funds, and that the timing of the grant dispersal (in the fall of each year, when the best staff were already committed to other positions) made it difficult to get the project underway. Finally, some projects had suggestions about the evaluation. Some commented that the data collection imposes an undue burden and that there should be less emphasis on testing. On the other hand, others suggested areas of additional emphasis for the evaluation, e.g., the evaluators should visit all sites, the evaluation should include more narrative items.

CONCLUSIONS ABOUT SERVICES RECEIVED BY EVEN START PARTICIPANTS

The fact that Even Start projects offer a given set of services does not guarantee that adults and children participate. This discussion summarizes the issue of participation in Even Start core and support services.

Core Services Received

It should be remembered that the 1989-90 program year was the first year of implementation for Even Start, and it would be unrealistic to expect all projects to be able to fully, easily, and quickly implement a program as complex as Even Start. All Even Start families must participate in the core services of parenting education, adult education, and early childhood education. Just how soon after enrollment a family will reach the fullest level of participation in Even Start depends on the stage of program implementation, the schedule developed for providing core services, and the strategies used to recruit families.

The data reported by projects for the 1989-90 program year show that 40% of the families were at the fullest level of participation. This means that the family had at least one child participating in an early childhood education program and one adult receiving both parenting education and adult education services. Looking at each of the core services individually, the following conclusions hold:

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[2] As noted earlier, Congress amended the Even Start legislation in July 1991 so that children from birth through age seven may be served. The amendments also permit families to continue to participate until all family members are individually ineligible. Attainment of a GED by the parent will no longer make the family ineligible.

- 82% of Even Start families had at least one adult that participated in parenting education.
- 57% of Even Start families had at least one adult that participated in adult basic education.
- 78% of Even Start families had at least one child that participated in early childhood education.

No core services were reported for any adult or child in 5% of families--such families may have enrolled in Even Start prior to the end of the 1989-90 program year but started receiving core services later.

Project-Level Variation in Core Service Participation

While 40% of the families enrolled in Even Start participated in all three core services during the 1989-90 program year, differences in the speed with which individual projects implemented core services and differences in the commitment of family members to full participation in Even Start services means that there were large differences among Even Start projects in the degree to which families participated. Only three projects had all of their families at the fullest level of participation during the 1989-90 program year. However, the majority of projects reported that the percentage of families participating in all three core services was higher than the overall rate of 40%--nearly half of the projects had more than 60% full participation. On the other hand, eight projects had no families that participated in all core services.

Adult basic education was the core service with the greatest amount of variability in implementation among projects. Twenty-nine projects delivered ABE to 80% or more of their families, while 14 projects delivered ABE to 20% or less. Participation levels for early childhood education were higher than for adult basic education: 37 projects delivered ECE to 80% or more of their families, while only one project delivered ECE to 20% or fewer families. Finally, parenting education was the most-commonly received core service: 43 projects delivered parenting education to 80% or more of their families, while only two projects delivered parenting education to 20% or fewer of their families.

Support Services Received

The most frequently used support services were transportation (45% of children and 44% of adults), meals (39% of children and 24% of adults), and child care (33% of children and 50%

of adults). Some of the other support services included counseling (9% of children and 21% of adults), health care (13% of children and 9% of adults), and several others used by 5% or fewer children and adults such as translators, stipends, referrals for chemical dependency, and special care for handicapped family members.

No use of support services was reported for 36% of children and 28% of adults who participated in Even Start core services. This does not necessarily indicate an implementation problem. Rather, it suggests that about a third of all adults and children who took part in Even Start core services in the 1989-90 program year were able to do so without the need for any support services.

CONCLUSIONS ABOUT IMPLEMENTATION OF THE EVALUATION

The national Even Start evaluation was designed to be a collaborative effort between staff at the U.S. Department of Education, the staff of an evaluation contractor, and the staff of each Even Start project. It was hoped that a greater than normal level of involvement on the part of Even Start grantees would benefit the evaluation through an increased investment and level of understanding on the part of Even Start grantees. On the other hand, this approach is experimental, and at the start it was unclear whether project staff would be willing to undertake a data collection effort and whether high quality data collection could be done by project staff.

Specific responsibilities for the national evaluation were divided such that oversight was to come from the Department of Education; design, analysis, reporting, and technical assistance were to be provided by the evaluation contractors; and input to the design as well as data collection were to be provided by local Even Start projects. This differs from the typical approach in which all data collection is the responsibility of the evaluation contractor. To enable projects to undertake their responsibilities, each Even Start project was given additional grant funds which were to be used to hire a local evaluator who would help interact with the national evaluation, assist with data collection, and design and conduct local evaluation activities.

Staff from each Even Start project were involved in an early design meeting where feedback was obtained on drafts of the NEIS, and where a working group of Even Start Project directors and local evaluators was established. Subsequent drafts of the NEIS forms were shared first with the working group, and then with all project directors and local evaluators. Training sessions in administering the data collection instruments were held for all Even Start projects, and additional feedback on forms and on data collection problems was provided through formal meetings and through telephone calls from the evaluation contractors.

At this point, it is not possible to draw firm conclusions about the utility of this approach to conducting a national evaluation. However, on the basis of the first year of experience, the following observations can be made:

- The national evaluation was funded about four months after the Even Start grants were made. This led to a somewhat slow start-up for the evaluation. During this period, the role of the local evaluators was unclear.

- The data collection is being done by local staff with a wide range of backgrounds. In some cases, local evaluators do the data collection. In others, local evaluators have trained other project staff to do the data collection. In still other projects, the local evaluators have an advisory role, and primary responsibility for data collection resides with other project staff.

- Many projects are comfortable with their role as data collectors and are able to turn in what appears to be high-quality data according to the time schedules set forth for the evaluation. Other projects clearly need substantial assistance in complying with the requirements of the evaluation, and several projects were not able to provide data according to the hoped-for timetable. During the first year, the timing of data collection was complicated by the fact that final data collection instruments were not available until October 1990 and had to be completed retrospectively. The timing of project reports in subsequent reporting periods will provide better feedback on the extent to which projects can provide data in a timely manner.

- Most local projects have been cooperative and interested; a few have not been enthusiastic. Notwithstanding the addition of funds for collaborating with the evaluation, a few grantees felt that participation in evaluation activities was outside the main function of Even Start local staff.

- Most Even Start projects have availed themselves of the evaluation technical assistance that is provided by the evaluation contractors.

- Data describing the characteristics of Even Start participants, projects, and services have, in fact, been submitted by almost all projects (details on response rates are presented in Chapter 3).

- No firm evidence is available yet on the quality of the data collected by local staff, although they appear satisfactory at this point.

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NATIONAL EVALUATION OF THE EVEN START FAMILY LITERACY PROGRAM

Status of Even Start Projects during the 1989-90 Program Year

FIRST YEAR REPORT

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APPENDIX A

EVEN START LEGISLATION AND AMENDMENTS

"(f) Student Program Improvement.—On the basis of the evaluations and reviews under sections 1019(a)(1) and 1021(a)(1), each local educational agency shall—

"(1) identify students who have been served for a program year and have not met the standards stated in subsections (a) and (b),

"(2) consider modifications in the program offered to better serve students so identified, and

"(3) conduct a thorough assessment of the educational needs of students who remain in the program after 2 consecutive years of participation and have not met the standards stated in subsection (a).

"(g) Program Improvement Assistance.—In carrying out the program improvement and student improvement activities required in subsections (a), (b), (c), and (d), local educational agencies and State educational agencies shall utilize the resources of the regional technical assistance centers and appropriate regional rural assistance programs established by section 1456 to the full extent such resources are available.

"(h) Further Action.—If the State educational agency finds that, consistent with the program improvement timetable established under sections 1020 and 1431, after one year under the joint plan developed pursuant to subsection (d), including services in accordance with section 1017, a school which continues to fall below the standards for improvement stated in subsections (a) and (b) with regard to the aggregate performance of children served under part A, part C, and part E of this chapter, the State educational agency shall, with the local educational agency, review the joint plan and make revisions which are designed to improve performance, and continue to do so each consecutive year until such performance is sustained over a period of more than one year. Nothing in this section or section 1020 shall be construed to give the State any authority concerning the educational program of a local educational agency that does not otherwise exist under State law.

"(i) Mutual Agreement.—Before any joint plan may be implemented under subsection (d) and subsection (h) both the local educational agency and State educational agency must approve such plan.

"PART B—EVEN START PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

"SEC. 1051. STATEMENT OF PURPOSE.

"It is the purpose of this part to improve the educational opportunities of the Nation's children and adults by integrating early childhood education and adult education for parents into a unified program to be referred to as 'Even Start'. The program shall be implemented through cooperative projects that build on existing community resources to create a new range of services.

"SEC. 1052. PROGRAM AUTHORIZATION.

"(a) Grants by the Secretary.—In any fiscal year in which the appropriations for this part do not equal or exceed $50,000,000, the Secretary is authorized, in accordance with the provisions of this part which are not inconsistent with the provisions of this subsection, to make grants to local educational agencies or consortia of such agencies to carry out Even Start programs.

"(b) STATE GRANT PROGRAM. –In any fiscal year in which the appropriations for this part equal or exceed $50,000,000, the Secretary is authorized, in accordance with the provisions of this part, to make grants to States from allocations under section 1053 to enable States to carry out Even Start programs.

"(c) DEFINITION.—For the purpose of this part, the term 'State' includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

"SEC. 1053. ALLOCATION.

"(a) RESERVATION FOR MIGRANT PROGRAMS.—The Secretary shall first reserve an amount equal to 3 percent of such amount for programs consistent with the purpose of this part for migrant children. Programs for which funds are reserved under this subsection shall be conducted through the Office of Migrant Education.

"(b) STATE ALLOCATION.—Except as provided in section 1052(a) and subsection (c) of this section, each State shall be eligible to receive a grant under this part in each fiscal year that bears the same ratio to the remainder of the amount appropriated under section 1052(b) in that fiscal year as the amount allocated under section 1005 of this Act to the local educational agencies in the State bears to the total amount allocated to such agencies in all States.

"(c) STATE MINIMUM.—(1) Subject to the provisions of paragraph (2), no State shall receive less than the greater of—

"(A) one-half of one percent of the amount appropriated for this part and allocated under subsection (b) for any fiscal year; or

"(B) $250,000.

"(2)(A) No State shall, by reason of the application of the provisions of paragraph (1)(A) of this subsection, be allotted more than—

"(i) 150 percent of the amount that the State received in the fiscal year preceding the fiscal year for which the determination is made, or

"(ii) the amount calculated under subparagraph (B),

whichever is less.

"(B) For the purpose of subparagraph (A)(ii), the amount for each State equals—

"(i) the number of children in such State counted for purposes of this part in the fiscal year specified in subparagraph (A),

multiplied by

"(ii) 150 percent of the national average per pupil payment made with funds available under this part for that year.

"SEC. 1054. USES OF FUNDS.

"(a) IN GENERAL.—In carrying out the program under this part, funds made available to local educational agencies, in collaboration with, where appropriate, institutions of higher education, community-based organizations, the appropriate State educational agency, or other appropriate nonprofit organizations, shall be used to pay the Federal share of the cost of providing family-centered education programs which involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners.

"(b) PROGRAM ELEMENTS.—*Each program assisted under this part shall include—*

"(1) the identification and recruitment of eligible children;

"(2) screening and preparation of parents and children for participation, including testing, referral to necessary counseling, and related services;

"(3) design of programs and provision of support services (when unavailable from other sources) appropriate to the participants' work and other responsibilities, including—

"(A) scheduling and location of services to allow joint participation by parents and children;

"(B) child care for the period that parents are involved in the program provided for under this part; and

"(C) transportation for the purpose of enabling parents and their children to participate in the program authorized by this part;

"(4) the establishment of instructional programs that promote adult literacy, training parents to support the educational growth of their children, and preparation of children for success in regular school programs;

"(5) provision of special training to enable staff to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this part (including child care staff in programs enrolling children of participants under this part on a space available basis);

"(6) provision of and monitoring of integrated instructional services to participating parents and children through home-based programs; and

"(7) coordination of programs assisted under this part with programs assisted under this chapter and any relevant programs under chapter 2 of this title, the Adult Education Act, the Education of the Handicapped Act, the Job Training Partnership Act, and with the Head Start program, volunteer literacy programs, and other relevant programs.

"(c) FEDERAL SHARE LIMITATION.—*The Federal share under this part may be—*

"(1) not more than 90 percent of the total cost of the program in the first year the local educational agency receives assistance under this part,

"(2) 80 percent in the second such year,

"(3) 70 percent in the third such year, and

"(4) 60 percent in the fourth and any subsequent such year.

Funds may not be used for indirect costs. The remaining cost may be obtained from any source other than funds made available for programs under this title.

"SEC. 1055. ELIGIBLE PARTICIPANTS.

"Eligible participants shall be—

"(1) a parent or parents who are eligible for participation in an adult basic education program under the Adult Education Act; and

"(2) the child or children (aged 1 to 7, inclusive), of any individual under paragraph (1), who reside in a school attendance area designated for participation in programs under part A.

"SEC. 1056. APPLICATIONS.

"(a) SUBMISSION.—To be eligible to receive a grant under this part a local educational agency shall submit an application to the Secretary under section 1052(a) and to the State educational agency under section 1052(b) in such form and containing or accompanied by such information as the Secretary or the State educational agency, as the case may be, may require.

"(b) REQUIRED DOCUMENTATION.—Such application shall include documentation that the local educational agency has the qualified personnel required—

"(1) to develop, administer and implement the program required by this part, and

"(2) to provide special training necessary to prepare staff for the program.

"(c) PLAN.—Such application shall also include a plan of operation for the program which includes—

"(1) a description of the program goals;

"(2) a description of the activities and services which will be provided under the program (including training and preparation of staff);

"(3) a description of the population to be served and an estimate of the number of participants;

"(4) if appropriate, a description of the collaborative efforts of the institutions of higher education, community-based organizations, the appropriate State educational agency, private elementary schools, or other appropriate nonprofit organizations in carrying out the program for which assistance is sought;

"(5) a statement of the methods which will be used—

"(A) to ensure that the programs will serve those eligible participants most in need of the activities and services provided by this part;

"(B) to provide services under this part to special populations, such as individuals with limited English proficiency and individuals with handicaps; and

"(C) to encourage participants to remain in the programs for a time sufficient to meet program goals; and

"(6) a description of the methods by which the applicant will coordinate programs under this part with programs under chapter 1 and chapter 2, where appropriate, of this title, the Adult Education Act, the Job Training Partnership Act, and with Head Start programs, volunteer literacy programs, and other relevant programs.

"SEC. 1057. AWARD OF GRANTS.

"(a) SELECTION PROCESS.—The Secretary or each State educational agency, as the case may be, shall appoint a review panel that will award grants on the basis of proposals which—

"(1) are most likely to be successful in meeting the goals of this part;

"(2) serve the greatest percentage of eligible children and parents as described in section 1055;

"(3) demonstrate the greatest degree of cooperation and coordination between a variety of relevant service providers in all phases of the program;

"(4) submit budgets which appear reasonable, given the scope of the proposal;

"(5) demonstrate the local educational agency's ability to provide additional funding under section 1054(c);

"(6) are representative of urban and rural regions of the State or of the United States, as the case may be; and

"(7) show the greatest promise for providing models which may be transferred to other local educational agencies.

"(b) Review Panel.—A review panel shall, to the extent practicable, consist of 7 members as follows:

"(1) an early childhood education professional;

"(2) an adult education professional;

"(3) a representative of parent-child education organizations;

"(4) a representative of community-based literacy organizations;

"(5) a member of a local board of education;

"(6) a representative of business and industry with a commitment to education; and

"(7) an individual involved in the implementation of programs under this chapter within the State.

The panel shall contain members described in paragraphs (1), (2), (6), and (7).

"(c) Equitable Distribution of Assistance.—In approving grants under this part under section 1052(a), the Secretary shall assure an equitable distribution of assistance among the States, among urban and rural areas of the United States, and among urban and rural areas of a State.

"(d) Duration.—(1) Grants may be awarded for a period not to exceed 4 years. In any application from a local educational agency for a grant to continue a project for the second, third, or fourth fiscal year following the first fiscal year in which a grant was awarded to such local educational agency, the Secretary or the State educational agency, as the case may be, shall review the progress being made toward meeting the objectives of the project. The Secretary or the State educational agency, as the case may be, may refuse to award a grant if the Secretary or such agency finds that sufficient progress has not been made toward meeting such objectives, but only after affording the applicant notice and an opportunity for a hearing.

"(2) The Secretary shall establish criteria for carrying out the provisions of paragraph (1) in the transition fiscal year whenever the provisions of section 1052(b) apply to authorized State grant programs.

"SEC. 1058. EVALUATION.

"(a) Independent Annual Evaluation.—The Secretary shall provide for the annual independent evaluation of programs under this part to determine their effectiveness in providing—

"(1) services to special populations;

"(2) adult education services;

"(3) parent training;

"(4) home-based programs involving parents and children;

"(5) coordination with related programs; and

"(6) training of related personnel in appropriate skill areas.

"(b) Criteria.—

"(1) Each evaluation shall be conducted by individuals not directly involved in the administration of the program or project operated under this part. Such independent evaluators and the program administrators shall jointly develop evaluation criteria which provide for appropriate analysis of the factors under subsection (a). When possible, each evaluation shall include comparisons with appropriate control groups.

"(2) In order to determine a program's effectiveness in achieving its stated goals, each evaluation shall contain objective measures of such goals and, whenever feasible, shall obtain the specific views of program participants about such programs.

"(c) Report to Congress and Dissemination.—The Secretary shall prepare and submit to the Congress a review and summary of the results of such evaluations not later than September 30, 1993. The annual evaluations shall be submitted to the National Diffusion Network for consideration for possible dissemination.

"SEC. 1052. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated for the purposes of this part $50,000,000 for the fiscal year 1989 and such sums as may be necessary for each of the fiscal years 1990, 1991, 1992, and 1993.

"PART C—SECONDARY SCHOOL PROGRAMS FOR BASIC SKILLS IMPROVEMENT AND DROPOUT PREVENTION AND REENTRY

"SEC. 1101. PURPOSE.

"It is the purpose of this subpart to provide additional assistance to local educational agencies with high concentrations of low-income children, low-achieving children, or school dropouts to improve the achievement of educationally disadvantaged children enrolled in secondary schools of such agencies, and to reduce the number of youths who do not complete their elementary and secondary education.

"SEC. 1102. ALLOCATION.

"(a) Reservation for Migrant Programs.—From the amount appropriated under section 1108 for the fiscal years 1990, 1991, 1992, and 1993, the Secretary shall first reserve an amount equal to 3 percent of such amount for programs consistent with the purpose of this part for school dropout prevention and reentry programs and secondary school basic skills improvement programs for migrant children. Programs for which funds are reserved under this subsection shall be conducted through the Office of Migrant Education.

"(b) State Allocation.—Except as provided in subsection (c), each State shall be eligible to receive a grant under this part in each fiscal year that bears the same ratio to the remainder of the amount appropriated in that fiscal year as the amount allocated under section 1005 of this Act to the local educational agencies in the State bears to the total amount allocated to such agencies in all States.

"(c) State Minimum.—(1) No State shall receive less than the greater of—

(B) by amending subsection (b) to read as follows:

"(b) Special Rule.—At least ⅔ of the 15 percent reserved pursuant to subsection (a) shall be used to carry out the provisions of paragraphs (2) and (3) of subsection (a).".

(h) Federal Responsibility.—Section 361 of the Adult Education Act (20 U.S.C. 1209) is amended by adding at the end the following:

"(c) Federal Responsibility.—Within 1 year after the enactment of the National Literacy Act of 1991, the Secretary, in consultation with appropriate experts, educators, and administrators, shall develop indicators of program quality that may be used by State and local programs receiving assistance under this title as models by which to judge the success of such programs, including success in recruitment and retention of students and improvement in the literacy skills of students. Such indicators shall take into account different conditions under which programs operate and shall be modified as better means of assessing program quality are developed.".

SEC. 302. TARGETED ASSISTANCE.

Section 1531(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2941) is amended by—

(1) redesignating paragraphs (5) and (6) as paragraphs (6) and (7), respectively; and

(2) inserting the following new paragraph (5) after paragraph (4):

"(5) programs of training to enhance the ability of teachers and school counselors to identify, particularly in the early grades, students with reading and reading-related problems that place such students at risk for illiteracy in their adult years;".

SEC. 303. AMENDMENTS TO THE EVEN START PROGRAM.

(a) Amendment to Part Heading.—The heading for part B of chapter 1 of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2741 et seq.) is amended to read as follows:

"PART B—EVEN START FAMILY LITERACY PROGRAMS".

(b) State Grant Program.—Section 1052 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2742) is amended—

(1) in subsection (a), by striking "local educational agencies or consortia of such agencies" and inserting "eligible entities";

(2) in subsection (b)—

(A) by inserting "(1)" before "In"; and

(B) by adding at the end the following:

"(2) In any fiscal year in which this subsection applies, no State shall award a grant under this part for an amount less than $75,000.

"(3) In any year in which this subsection applies, each State that receives a grant under this part may use not more than 5 percent of assistance provided under the grant for costs of—

"(A) administration; and

"(B) the provision, through grant or contract, of technical assistance for program improvement and replication to eligible entities that receive grants under this part.";

(3) by redesignating subsection (c) as subsection (d);

(4) by inserting after subsection (b) the following new subsection:

"(c) Reservation.—From amounts appropriated for purposes of carrying out this part, the Secretary may reserve an amount equal to not more than 2 percent of such amounts or the amount reserved for such purposes in the fiscal year 1991, whichever is greater, for purposes of—

"(1) carrying out the evaluation required by section 1058; and

"(2) providing, through grant or contract, technical assistance for program improvement and replication to eligible entities that receive grants under this part."; and

(5) by amending subsection (d) (as redesignated by paragraph (3)) to read as follows:

"(d) Definitions.—For the purpose of this part:

"(1) The term 'eligible entity' means—

"(A) a local educational agency applying in collaboration with a community-based organization, public agency, institution of higher education, or other nonprofit organization; or

"(B) a community-based organization, or other nonprofit organization of demonstrated quality applying in collaboration with a local educational agency.

"(2) The terms 'Indian tribe' and 'tribal organization' have the respective meanings given such terms in section 4 of the Indian Self-Determination and Education Assistance Act.

"(3) The term 'State' includes each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.".

(c) Allocation.—Subsection (a) of section 1053 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2743) is amended to read as follows:

"(a) Reservation for Migrant Programs and Territories.—(1) In each fiscal year in which section 1052(a) applies, the Secretary shall first reserve for programs consistent with the purpose of this part—

"(A) for programs for migrant children, which shall be conducted through the Office of Migrant Education, an amount equal to 3 percent of the amount appropriated for purposes of carrying out this part; and

"(B) for allocations to Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, and Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Public Law 99-658), and to Indian tribes and tribal organizations, an amount comparable to their relative need.

"(2) In each fiscal year in which section 1052(b) applies, the Secretary shall first reserve for programs consistent with the purpose of this part, an amount equal to 5 percent of the amount appropriated for purposes of carrying out this part, of which—

"(A) amounts shall be allocated for programs for migrant children, Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, and Palau (until the Compact of Free Association with Palau takes effect pursuant to section 101(a) of Public Law 99-658), and Indian tribes and tribal organizations, according to their relative need; but

"(B) in no case shall the amount reserved for programs for migrant children be less than the amount reserved for such programs in the preceding fiscal year.".

(d) Federal Share Limitation.—Section 1054 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2744) is amended—

(1) in subsection (a), by striking "local educational agencies" and all that follows through "nonprofit organizations," and inserting "an eligible entity";

(2) in paragraph (2) of subsection (b), by inserting after "counseling," the following: "other developmental and support services,"; and

(3) in subsection (c)—

(A) by redesignating paragraphs (1) through (4) as subparagraphs (A) through (D), respectively;

(B) by inserting "(1)" before "The Federal share";

(C) in subparagraph (A) (as redesignated by subparagraph (A) of this paragraph), by striking "local educational agency" and inserting "eligible entity";

(D) by striking the last sentence and inserting the following: "The remaining cost may be provided in cash or in kind, fairly evaluated, and may be obtained from any source other than funds made available for programs under this chapter."; and

(E) by adding at the end the following:

"(2) The Secretary (in any fiscal year in which section 1052(a) applies) or the State educational agency (in any fiscal year in which section 1052(b) applies) may waive, in whole or in part, the requirement that all or part of the remaining cost described in paragraph (1) be obtained from sources other than funds made available under this chapter if an eligible entity—

"(A) demonstrates that it otherwise would not be able to participate in the program under this part; and

"(B) negotiates an agreement with the Secretary or the State educational agency, as appropriate, with respect to the amount of the remaining cost to which the waiver would be applicable.".

(e) Eligible Participants.—Section 1055 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2745) is amended—

(1) by striking "Eligible" and inserting the following: "(a) In General.—Except as provided in subsection (b), eligible";

(2) in paragraph (2) of subsection (a) (as designated by paragraph (1)), by striking "(aged 1 to 7," and inserting "(from birth to age 7,"; and

(3) by adding at the end the following:

"(b) Continuation of Eligibility for Certain Participants.—Any family participating in the program under this part that becomes ineligible for such participation as a result of 1 or more members of the family becoming ineligible for such participation, may continue to participate in the program until all members of the family become ineligible for participation, which—

"(1) in the case of a family in which ineligibility was due to the child or children of such family attaining the age of 8, shall be when the parent or parents become ineligible due to educational advancement; and

"(2) in the case of a family in which ineligibility was due to the educational advancement of the parent or parents of such family, shall be when all children in the family attain the age of 8.".

(f) APPLICATIONS.—Section 1056 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2746) is amended—

(1) in subsection (a), by striking "a local educational agency" and inserting "an eligible entity"; and

(2) in subsection (b), by striking "the local educational agency" and inserting "the eligible entity".

(g) SELECTION PROCESS.—Section 1057 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2747) is amended—

(1) in subsection (a)—

(A) by redesignating paragraphs (1) through (7) as subparagraphs (A) through (G), respectively;

(B) by inserting "(1)" before "The";

(C) in paragraph (1) (as designated by subparagraph (B) of this paragraph)—

(i) by amending subparagraph (B) (as redesignated by subparagraph (A) of this paragraph) to read as follows:

"(B) demonstrate that the area to be served by such program has a high percentage or a large number of children and adults who are in need of such services as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators;";

(ii) in subparagraph (E) (as redesignated by subparagraph (A) of this paragraph), by striking "the local educational agency's" and inserting "the eligible entity's"; and

(iii) by adding at the end the following:

"(2) The review panel shall give priority for grants under this subsection to proposals which—

"(A) make the demonstration described in paragraph (1)(B); and

"(B) demonstrate an ability to operate an effective program.";

(2) by amending subsection (c) to read as follows:

Rural and urban areas.

"(c) DISTRIBUTION OF ASSISTANCE.—(1) In approving grants under this part pursuant to section 1052(a), the Secretary shall ensure a representative distribution of assistance among the States and among urban and rural areas of the United States.

"(2) In approving grants under this part pursuant to section 1052(b), the review panel shall ensure a representative distribution of assistance between urban and rural areas of the State."; and

(3) in paragraph (1) of subsection (d)—

(A) by striking "a local educational agency" and inserting "an eligible entity"; and

(B) by striking "such local educational agency" and inserting "such eligible entity".

(h) AUTHORIZATION OF APPROPRIATIONS.—Section 1059 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2749) is amended to read as follows:

"SEC. 1059. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated for purposes of carrying out this part such sums as may be necessary for the fiscal year 1991, $100,000,000 for the fiscal year 1992, and such sums as may be necessary for the fiscal year 1993.".

SEC. 304. FAMILY LITERACY PUBLIC BROADCASTING PROGRAM.

20 USC 1213 note.
Contracts.

(a) PROGRAM AUTHORIZED.—(1) The Secretary is authorized, subject to the availability of appropriations, to enter into a contract with the Corporation for Public Broadcasting to arrange for the production and dissemination of family literacy programming and accompanying materials which would assist parents in improving family literacy skills and language development. In producing and developing such programming, the Corporation for Public Broadcasting shall work in cooperation with local public broadcasting stations to avoid duplication of efforts.

(2) After the program described in paragraph (1) is produced, the Corporation for Public Broadcasting shall arrange to have audio and video instructional media materials for distribution at sites chosen from among—

(A) State and local libraries operating literacy programs, and

(B) nonprofit entities serving hard-to-serve populations as defined in section 304(b)(2), including community-based organizations, volunteer organizations and other nongovernmental entities.

(3) The audio and video instructional media materials described in paragraph (2) shall be used at sites described in paragraph (2), and on a loan basis, distributed to families.

(4) One year after distribution of the audio and video instructional media materials, the Corporation for Public Broadcasting shall report to the Congress on the distribution and use of the audio and video instructional media materials produced pursuant to this subsection and such audio and video instructional media materials' contribution in promoting literacy.

(b) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated $2,000,000 for fiscal year 1992 to carry out the provisions of subsection (i), of which $100,000 shall be reserved for reproducing and distributing programming or audio and video instructional media materials.

TITLE IV—BUSINESS LEADERSHIP FOR EMPLOYMENT SKILLS

SEC. 401. EDUCATION PROGRAMS FOR COMMERCIAL DRIVERS.

(a) IN GENERAL.—Part C of the Adult Education Act (20 U.S.C. 1211 et seq.) is amended by adding at the end the following:

20 USC 1211b.

"SEC. 373. EDUCATION PROGRAMS FOR COMMERCIAL DRIVERS.

Grants.

"(a) PROGRAM AUTHORIZED.—The Secretary is authorized to make grants on a competitive basis to pay the Federal share of the costs of establishing and operating adult education programs which increase the literacy skills of eligible commercial drivers so that such drivers may successfully complete the knowledge test requirements under the Commercial Motor Vehicle Safety Act of 1986.

"(b) FEDERAL SHARE.—The Federal share of the costs of the adult education programs authorized under subsection (a) shall be 50 percent. Nothing in this subsection shall be construed to require States to meet the non-Federal share from State funds.

"(c) ELIGIBLE ENTITIES.—Entities eligible to receive a grant under this section include—

"(1) private employers employing commercial drivers in partnership with agencies, colleges, or universities described in paragraph (2);

"(2) local educational agencies, State educational agencies, colleges, universities, or community colleges;

"(3) approved apprentice training programs; and

"(4) labor organizations, the memberships of which include commercial drivers.

"(d) Referral Program.—Grantees shall refer to appropriate adult education programs as authorized under this title individuals who are identified as having literacy skill problems other than or beyond those which prevent them from successfully completing the knowledge test requirements under the Commercial Motor Vehicle Safety Act of 1986.

"(e) Definitions.—For purposes of this section:

"(1) The term 'approved apprentice training programs' has the meaning given such term in the National Apprenticeship Act of 1937.

"(2) The term 'eligible commercial driver' means a driver licensed prior to the requirements of the Commercial Motor Vehicle Safety Act of 1986.

"(f) Authorization of Appropriations.—There are authorized to be appropriated for purposes of carrying out this section $3,000,000 for each of the fiscal years 1991, 1992, and 1993.".

(b) Avoidance of Duplicate Enactment.—The amendment made by subsection (a) shall not take effect if the Higher Education Amendments of 1991 are enacted before the enactment of this Act.

TITLE V—BOOKS FOR FAMILIES

SEC. 501. INEXPENSIVE BOOK DISTRIBUTION PROGRAM.

(a) Priority.—Section 1563(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2963) is amended by—

(1) striking "and" at the end of paragraph (2);

(2) by redesignating paragraph (3) as paragraph (4); and

(3) by inserting after paragraph (2) the following:

"(3) in the fiscal year 1991 and each succeeding fiscal year, the contractor will give priority in the selection of additional local programs to programs and projects which serve children and students with special needs including, at a minimum— Childre youth

"(A) low-income children (particularly such children in high poverty areas);

"(B) children at risk for school failure;

"(C) children with disabilities;

"(D) emotionally disturbed children;

"(E) foster children;

"(F) homeless children;

"(G) migrant children;

"(H) children without access to libraries;

"(I) institutionalized or incarcerated children; and

"(J) children whose parents are institutionalized or incarcerated; and".

(b) Study.—The contractor shall report to the Secretary of Education annually regarding the number and description of the additional programs funded under subsection 1563(a)(3) of the Elementary and Secondary Education Act of 1965. 20 USC note

APPENDIX B

NEIS DATA COLLECTION FORMS

EVEN START
NATIONAL EVALUATION
INFORMATION SYSTEM

FORM IB: FAMILY INFORMATION

PART A. PARTICIPANT CHARACTERISTICS AT INTAKE

Write family name, address and phone number below. Be sure family code is entered on this page and coded correctly in the box on the first page of questions. Enter names of adults and children below to assign individual code letters. Retain these individual code letters for the duration of Even Start participation. Remove this sheet before mailing the form to RMC.

1. Family Name: ____________________

2. Home Address: ____________________
Number and Street
____
City State Zip Code

3. Phone Number: ____________________

4. Family Code: _ _ _ – _ _ _ _
Program Code Family Sequence Number

ADULTS

	Name: First	Last	Birthdate
a.			__ /__ /__
b.			__ /__ /__
c.			__ /__ /__
d.			__ /__ /__
e.			__ /__ /__

CHILDREN

	Name: First	Last	Birthdate
z.			__ /__ /__
y.			__ /__ /__
x.			__ /__ /__
w.			__ /__ /__
v.			__ /__ /__
u.			__ /__ /__
t.			__ /__ /__
s.			__ /__ /__
r.			__ /__ /__
q.			__ /__ /__

Retain this page for your records. Do not send to RMC.

Public reporting burden for this collection of information is estimated to average 0.2 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

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DEFINITIONS OF KEY TERMS

The format of the interview is such that the questions and response choices can be read to the parent; they do not, however, need to be read verbatim. The statements in italics are addressed to the interviewer and should not be read to the parent.

All questions do not need to be answered in one session. For example, if the interviewer feels that more rapport needs to be built with the parent before asking certain questions, the information can be added to the form at a later date. The interviewer should stress that the information will be kept strictly confidential. The parent has the right to decline to answer any question. Such questions should be left blank.

ENTRY

Entry to the Even Start program is defined as the time at which a family begins to participate in core services. For the purpose of determining when to complete the family information in FORM IB: Parts A and B, entry would be the beginning of **any** type of core service. For the purpose of outcome assessment, entry would mean the beginning of adult education core services for adult testing, and early childhood services for child testing.

ADULT

The definition of "adult" to be used in answering questions 6 - 15 is an individual who is 16 years or older (or who is beyond the age of compulsory school attendance under state law) and who is not currently enrolled in secondary school. As defined here, "adult" includes all persons 16 or older who might potentially be eligible for Even Start services, but also includes those persons 16 or older who may not need adult education services. Persons who are 16-18 years old and still enrolled in secondary school, are not considered adults for NEIS reporting.

HOUSEHOLD

For the purpose of describing the persons in a household in FORM IB: Part A, include only those persons in the residence who are acting as a family unit. The family unit would include only adults who are acting in a caregiving role for the children participating in Even Start. Such persons may include grandparents, aunts, uncles, or even unrelated adults who are living as a family unit. If there are two families living in one household and both are involved in Even Start services, they should be assigned separate family code numbers, and family information should be recorded on separate forms.

It is up to the person being interviewed (i.e., the primary adult recipient of Even Start services) to choose the household description for question 3. For example, a mother with small children who lives with a boyfriend may chose to describe the family unit as "single parent" or as a "couple". The definition should encompass the broadest unit that describes the family. For example, a single mother with children who lives with her parents would be described as "extended family".

The answers to questions 4 and 5 should be consistent with the definition of the household in question 3. That is, the source and amount of income should include only that of the family unit and not income from adults who are not functioning in an ongoing relationship in the family.

Questions 6-15 should be answered for each adult in the family unit who is likely to remain in the household more than a few weeks. If an adult is temporarily absent from the home (e.g., a parent called up for Army Reserve duty), but normally is part of the family, that adult should be included.

There is space on the scannable form to accommodate five adults and ten children. Photocopy masters of non-scannable pages of the form have been provided to provide space for information on five additional adults.

FAMILY CODE

				–				
A	A	0			0	0	0	0
B	B	1			1	1	1	1
C	C	2			2	2	2	2
D	D	3			3	3	3	3
E	E	4			4	4	4	4
F	F	5			5	5	5	5
G	G	6			6	6	6	6
H	H	7			7	7	7	7
I	I	8			8	8	8	8
J	J	9			9	9	9	9
K	K							
L	L							
M	M							
N	N							
O	O							
P	P							
Q	Q							
R	R							
S	S							
T	T							
U	U							
V	V							
W	W							
X	X							
Y	Y							
Z	Z							

13

FORM IB: FAMILY INFORMATION

PART A. PARTICIPANT CHARACTERISTICS AT INTAKE

I am going to ask you some questions about yourself and your family. Your answers to these questions will be kept strictly confidential and will be used for program reporting. They will not be linked with your name.

Reporting Period:
○ Dec ○ 1990
○ June ○ 1991
○ 1992
○ 1993

Characteristics of Family Unit

1a. How many persons aged 18 or older, including yourself, live in your household ? ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 or more

1b. How many persons aged 16 to 18, including yourself, live in your household ? ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 or more

2. How many children live in your household ? ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 or more
   a. How many children are less than one year of age ? ○ 0 ○ 1 ○ 2 ○ 3 or more
   b. How many are ages one through seven (less than 8,0) ? ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 or more
   c. How many children are 8 to 16 ? ○ 0 ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 or more

Interview Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

3. Which of these phrases best describes the structure of your family ?
Read phrases and mark the oval which best describes the family:
○ single parent with child(ren) ○ extended family (including other adults)
○ couple with child(ren) ○ other (mark oval and specify:) ☐

4. What is the primary source of financial support for the family ?
Read phrases and mark the oval which best describes the family:
○ job wages ○ government assistance
○ alimony and child support ○ other (mark oval and specify:) ☐

Approx. start of core services

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

5. Into which of these ranges does your annual family income fall ?
Read phrases and mark the oval which best describes the family:
○ under $ 5,000 ○ $ 10,000 - $ 15,000 ○ $ 20,000 - $ 25,000
○ $ 5,000 - $ 10,000 ○ $ 15,000 - $ 20,000 ○ more than $ 25,000

Characteristics of Adults

Please complete questions 6-15 for each adult in the household. Use one column for each adult. Complete all questions for the first adult before going on to the second adult.

	Adult a	Adult b	Adult c	Adult d	Adult e
6. Date of birth	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9
7. Gender	○ male ○ female	○ male ○ female	○ male ○ female	○ male ○ female	○ male ○ female
8. I am going to read a list of racial and ethnic categories. Which of these do you consider yourself to be?	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐
8a. If you are Hispanic, which of the following best describes you?	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic

	Adult a	Adult b	Adult c	Adult d	Adult e
9. What is the highest grade you completed in school?	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:)	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:)	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:)	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:)	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:)
10. Was most of your formal education outside the U.S.A.?	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no
11a. Are you currently employed?	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No
11b. **IF YES**: For how many months in a row have you been employed?	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more
11c. **IF NO**: How many months in a row have you been unemployed?	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more
12. In what social or educational services have you participated previously? *Read choices and mark all that apply.*	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)

Questions 14 - 14d may be completed by a combination of interviewer observation and by self report recorded by the interviewer. This may be done at the time of the interview or later, but should reflect the adult status at the time of intake.

	Adult a	**Adult b**	**Adult c**	**Adult d**	**Adult e**
13. In which of these social or educational services are you currently participating ? *Read choices and mark all non Even Start services that apply.*	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)
14. Is English the primary language of this person ? *If yes, go to question 16; if no, complete questions 14a - 14d and 15.*	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no
14a. What is your *(the)* primary language ?	○ Spanish ○ other (specify:)	○ Spanish ○ other (specify:)	○ Spanish ○ other (specify:)	○ Spanish ○ other (specify:)	○ Spanish ○ other (specify:)
14b. How well do you *(does adult)* understand English ?	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well
14c. How well do you *(does adult)* speak English ?	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well
14d. How well do you *(does adult)* read English ?	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well
15. If you read to your child, what language do you use ? *Mark all that apply.*	○ Primary (in 14a) ○ English ○ other (specify:)	○ Primary (in 14a) ○ English ○ other (specify:)	○ Primary (in 14a) ○ English ○ other (specify:)	○ Primary (in 14a) ○ English ○ other (specify:)	○ Primary (in 14a) ○ English ○ other (specify:)

Characteristics of children ages 0-7

Complete questions 16-21 for each child through age 7.

	Child z	Child y	Child x	Child w	Child v
16. Date of birth	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9
17. Gender	○ male ○ female	○ male ○ female	○ male ○ female	○ male ○ female	○ male ○ female
18. I am going to read a list of racial and ethnic categories. Tell me which one fits this child.	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)
18a. If the child is Hispanic, which of the following best describes him/her?	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic

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	Child z	Child y	Child x	Child w	Child v
19. What formal educational experiences has *(child's name)* had in the past? *Mark all that apply.*	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)
20. What formal educational experiences is *(child's name)* receiving now? *Do not include Even Start services.*	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)
21. What is your relationship to *(child's name)*?	○ parent ○ grandparent ○ other relative ○ other (specify:)	○ parent ○ grandparent ○ other relative ○ other (specify:)	○ parent ○ grandparent ○ other relative ○ other (specify:)	○ parent ○ grandparent ○ other relative ○ other (specify:)	○ parent ○ grandparent ○ other relative ○ other (specify:)

Characteristics of children ages 0-7

Complete questions 16-21 for each child through age 7. Use these pages for additional children.

	Child u	**Child t**	**Child s**	**Child r**	**Child q**
16. Date of birth	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9
17. Gender	○ male ○ female	○ male ○ female	○ male ○ female	○ male ○ female	○ male ○ female
18. I am going to read a list of racial and ethnic categories. **Tell me which one fits this child.**	Asian or Pacific Islander ○ Chinese ○ Filipino ○ Hawaiian ○ Korean ○ Vietnamese ○ Japanese ○ Asian Indian ○ Samoan ○ Guamanian ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐	Asian or Pacific Islander ○ Chinese ○ Filipino ○ Hawaiian ○ Korean ○ Vietnamese ○ Japanese ○ Asian Indian ○ Samoan ○ Guamanian ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐	Asian or Pacific Islander ○ Chinese ○ Filipino ○ Hawaiian ○ Korean ○ Vietnamese ○ Japanese ○ Asian Indian ○ Samoan ○ Guamanian ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐	Asian or Pacific Islander ○ Chinese ○ Filipino ○ Hawaiian ○ Korean ○ Vietnamese ○ Japanese ○ Asian Indian ○ Samoan ○ Guamanian ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐	Asian or Pacific Islander ○ Chinese ○ Filipino ○ Hawaiian ○ Korean ○ Vietnamese ○ Japanese ○ Asian Indian ○ Samoan ○ Guamanian ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ☐ ○ Other (specify:) ☐
18a. If the child is Hispanic, which of the following best describes him/her?	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic

	Child u	Child t	Child s	Child r	Child q
19. What formal educational experiences has *(child's name)* had in the past? *Mark all that apply.*	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)
20. What formal educational experiences is *(child's name)* receiving now ? *Do not include Even Start services.*	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ none ○ other (specify:)
21. What is your relationship to *(child's name)* ?	○ parent ○ grandparent ○ other relative ○ other (specify:)	○ parent ○ grandparent ○ other relative ○ other (specify:)	○ parent ○ grandparent ○ other relative ○ other (specify:)	○ parent ○ grandparent ○ other relative ○ other (specify:)	○ parent ○ grandparent ○ other relative ○ other (specify:)

This form for additional adults (f-j). **Family code:** ☐☐☐☐-☐☐☐☐

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Characteristics of Adults

Please complete questions 6-15 for each adult in the household. Use one column for each adult. Complete all questions for the first adult before going on to the second adult.

	Adult f	Adult g	Adult h	Adult i	Adult j
6. Date of birth	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9
7. Gender	○ male ○ female	○ male ○ female	○ male ○ female	○ male ○ female	○ male ○ female
8. I am going to read a list of racial and ethnic categories. Which of these do you consider yourself to be?	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)	Asian or Pacific Islander ○ Chinese ○ Japanese ○ Filipino ○ Asian Indian ○ Hawaiian ○ Samoan ○ Korean ○ Guamanian ○ Vietnamese ○ Other API ○ Black ○ White ○ Am. Indian/ Alaskan Native (specify tribe:) ○ Other (specify:)
8a. If you are Hispanic, which of the following best describes you?	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic	○ Mexican, Mexican-American, Chicano ○ Puerto Rican ○ Cuban ○ Other Spanish/ Hispanic

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This form for additional adults (f-j). **Family code:** ☐☐☐-☐☐☐☐

	Adult f	Adult g	Adult h	Adult i	Adult j
9. What is the highest grade you completed in school?	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:) ☐	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:) ☐	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:) ☐	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:) ☐	○ no schooling ○ 1 ○ 7 ○ 2 ○ 8 ○ 3 ○ 9 ○ 4 ○ 10 ○ 5 ○ 11 ○ 6 ○ 12 ○ high school diploma ○ GED ○ post secondary ○ other (specify:) ☐
10. Was most of your formal education outside the U.S.A.?	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no
11a. Are you currently employed?	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No
11b. **IF YES**: For how many months in a row have you been employed?	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more
11c. **IF NO**: How many months in a row have you been unemployed?	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more
12. In what social or educational services have you participated previously? *Read choices and mark all that apply.*	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:) ☐	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:) ☐	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:) ☐	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:) ☐	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:) ☐

This form for additional adults (f-j). Family code: ☐☐☐-☐☐☐☐

Questions 14 - 14d may be completed by a combination of interviewer observation and by self report recorded by the interviewer. This may be done at the time of the interview or later, but should reflect the adult status at the time of intake.

	Adult f	Adult g	Adult h	Adult i	Adult j
13. In which of these social or educational services are you currently participating? *Read choices and mark all non Even Start services that apply.*	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)	○ welfare services ○ employment training (e.g., JTPA) ○ vocational education ○ vocational rehabilitation ○ other (specify:)
14. Is English the primary language of this person?	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no
	If yes, go to question 16; if no, complete questions 14a - 14d and 15.				
14a. What is your *(the)* primary language?	○ Spanish ○ other (specify:)	○ Spanish ○ other (specify:)	○ Spanish ○ other (specify:)	○ Spanish ○ other (specify:)	○ Spanish ○ other (specify:)
14b. How well do you *(does adult)* understand English?	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well
14c. How well do you *(does adult)* speak English?	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well
14d. How well do you *(does adult)* read English?	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well	○ not at all ○ somewhat ○ very well
15. If you read to your child, what language do you use? *Mark all that apply.*	○ Primary (in 14a) ○ English ○ other (specify:)	○ Primary (in 14a) ○ English ○ other (specify:)	○ Primary (in 14a) ○ English ○ other (specify:)	○ Primary (in 14a) ○ English ○ other (specify:)	○ Primary (in 14a) ○ English ○ other (specify:)

EVEN START
NATIONAL EVALUATION
INFORMATION SYSTEM

FORM IB: FAMILY INFORMATION

PART B. PARENT-CHILD INTERACTIONS AND PARENT AS A TEACHER

FAMILY CODE

			-				
A	A	0		0	0	0	0
B	B	1		1	1	1	1
C	C	2		2	2	2	2
D	D	3		3	3	3	3
E	E	4		4	4	4	4
F	F	5		5	5	5	5
G	G	6		6	6	6	6
H	H	7		7	7	7	7
I	I	8		8	8	8	8
J	J	9		9	9	9	9
K	K						
L	L						
M	M						
N	N						
O	O						
P	P						
Q	Q						
R	R						
S	S						
T	T						
U	U						
V	V						
W	W						
X	X						
Y	Y						
Z	Z						

Target adult & child identification letters:

○ a	○ z	○ u
○ b	○ y	○ t
○ c	○ x	○ s
○ d	○ w	○ r
○ e	○ v	○ q

Be sure that the family code and the individual code letters of the target adult and child are entered correctly in the appropriate boxes on this page. Do not write any names on this form.

Reporting Period:

○ December
○ June

○ 1990
○ 1991
○ 1992
○ 1993

The following questions should be answered by the target adult who is the primary adult recipient of Even Start services in this family.

The questions in this interview focus on a target child who has been selected prior to the interview (as described in the instructions). Use the target child's name where the question says *(child's name)*.

The format of the interview is such that the questions and response choices can be read to the parent; they do not, however, need to be read verbatim. The statements in italics are addressed to the interviewer and should not be read to the parent. When the response choices are printed in italics, they should not be read to the parent (questions 2 and 3).

In question 8, school refers to elementary school. The questions which follow address high school, and post high school education.

Public reporting burden for this collection of information is estimated to average 0.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information.
Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

FORM IB: PART B. PARENT- CHILD INTERACTIONS AND PARENT AS A TEACHER

I am going to ask you several questions about (child's name).

---

1. Here is a list of household tasks that children sometimes help with. Please tell me how often *(child's name)* helped with each of these tasks in the last month. *Read response choices to parent and mark one oval for each item.*

	Child Too Young	Never	Once or Twice	On a Regular Basis
a. Clean or peel food for a meal	○	○	○	○
b. Mix or stir foods	○	○	○	○
c. Find food on shelves at the grocery store for you	○	○	○	○
d. Take the dishes off the table after meals	○	○	○	○
e. Put clean clothes into the right drawers or shelves	○	○	○	○

2. About how often do you read stories to *(child's name)*? ***Do not read responses. Mark appropriate category.***

○ a. *Every day*
○ b. *At least 3 times a week*
○ c. *Once a week*
○ d. *Less than once a week*
○ e. *Never*

3. About how many children's books are there in your home that *(child's name)* can look at? ***Do not read responses.***

○ a. *None*
○ b. *1 or 2 books*
○ c. *3 to 9 books*
○ d. *10 or more books*

4. Which of the following do you have in your home for *(child's name)* to look at or read? ***Mark all that apply.***

○ a. Magazines
○ b. Newspapers
○ c. T.V. Guide
○ d. Comic books
○ e. Other reading material i.e., Bibles, catalogs

5. I'll read you a list of things children can play with. Tell me which ones you have in your home.

	Child Too Young	Yes	No
a. Crayons and paper	○	○	○
b. Scissors	○	○	○
c. Scotch tape, paste or stapler	○	○	○
d. Puzzles	○	○	○
e. Old picture catalogs, like Sears, to read and cut up	○	○	○
f. Paint or magic marker	○	○	○
g. Clay or playdough	○	○	○
h. "Put together" toys like Tinkertoys, Legos or beads for stringing	○	○	○
i. Hammer and nails with some wood scraps	○	○	○
j. Yarn, thread and cloth scraps for knitting or sewing	○	○	○
k. Make believe toys out of milk cartons, tin cans or egg cartons	○	○	○
l. Plants of his/her own in a pot or garden	○	○	○

6. I'll read you a list of things children learn as they grow up. Tell me which of them you have helped *(child's name)* with in the past month.

	Child Too Young	Yes, Helped	No, Did not help
a. Nursery rhymes or songs	○	○	○
b. Colors	○	○	○
c. Shapes, such as circle, squares or triangles	○	○	○
d. To write his/her name	○	○	○
e. To remember your address and telephone number	○	○	○
f. To count things	○	○	○
g. To recognize numbers in books	○	○	○
h. To say the "abc's"	○	○	○
i. To recognize letters in books	○	○	○
j. To read words on signs or in books	○	○	○
k. Ideas like "big-little", "up-down", "before-after"	○	○	○

7. I'll read you a list of things that parents and children sometimes talk about or do together. How often do you or your spouse/partner do any of these things with *(child's name)* ?

	Child Too Young	Daily	Once / Twice a Week	Once / Twice a Month	Rarely, If Ever	Never
a. Talk with child about school activities or events	○	○	○	○	○	○
b. Talk with child about things studied in school	○	○	○	○	○	○
c. Talk with child about his/her problems	○	○	○	○	○	○
d. Talk with child about expectations for school performance	○	○	○	○	○	○
e. Talk with child about future plans and goals	○	○	○	○	○	○
f. Listen to child read	○	○	○	○	○	○
Ask only if child is in primary grades:						
g. Help child with homework	○	○	○	○	○	○
h. Check to see if homework is done	○	○	○	○	○	○

8. How well do you think *(child's name)* will do in school? Do you think *(child's name)* will do: *Read response choices to parent. Mark only one oval*

○ a. Very well
○ b. Well
○ c. About average
○ d. Poorly
○ e. Very poorly
○ f. Don't know

9. How likely do you think it is that *(child's name)* will graduate from high school? Do you think *(child's name)* is: *Read response choices to parent. Mark only one oval*

○ a. Very likely to graduate from high school
○ b. Somewhat likely
○ c. Not very likely to graduate
○ d. Probably will not graduate from high school

Ask only if the answer to #8 was (a) or (b).

10. What is the highest you think *(child's name)* will get in school ? *Mark highest choice.*

○ a. Do you think *(child's name)* will graduate from college ?

If YES: ○ b. Do you think *(child's name)* will attend graduate school after college (for example to become a doctor or lawyer) ?

If NO: ○ c. Do you think *(child's name)* will go to vocational, trade or business school after high school ?

If NO: ○ d. Do you think *(child's name)* will graduate from high school but won't go any further in school ?

---

11. Here are some statements about children. I will read each statement and then I want you to tell me if you **agree strongly, agree somewhat, disagree somewhat, or disagree strongly**. Think of *(child's name)* when answering. Here is one for practice. I'll read the statement:

All children need hugs sometimes.

Do you **agree strongly, agree somewhat, disagree somewhat, or disagree strongly** with that statement ? OK. Let's go on with the rest of the statements.

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Refused Don't Know
a. Much of my child's learning will take place before he/she enters kindergarten or first grade.	○	○	○	○	○
b. My child needs to play with me.	○	○	○	○	○
c. Playing with my child makes me feel restless.	○	○	○	○	○
d. It is hard for me to tell when my child has learned something.	○	○	○	○	○
e. It is difficult for me to think of things to say to my child during play.	○	○	○	○	○
f. Playing with my child improves the child's behavior.	○	○	○	○	○
g. More of my child's learning at this age takes place by watching people and things rather than being told.	○	○	○	○	○
h. It is difficult for me to stay interested when playing with my child.	○	○	○	○	○
i. I scold my child when (he/she) doesn't learn.	○	○	○	○	○
j. I imitate my child's speech when we play so that the child understands.	○	○	○	○	○
k. My child learns by playing with other children.	○	○	○	○	○
l. If we play whenever my child wants to, not much learning will take place.	○	○	○	○	○
m. My child's education is the responsibility of our family.	○	○	○	○	○
i. I really like to teach my child something new.	○	○	○	○	○

EVEN START

NATIONAL EVALUATION
INFORMATION SYSTEM

FORM IB: FAMILY INFORMATION

PART C. OTHER REPORTING INFORMATION

Be sure that the family code is entered correctly in the box on the first page of questions. Use a copy of the cover page from Part A or a list of the names of adults and children assigned individual code letters to ensure that information is recorded in the correct column. Do not write names on this form.

If adults or children have joined the household since FORM IB: Part A was completed (after December 15) **and are participating in Even Start services**, complete questions 6-15 (for adult) or 16-21 (for child) on an additional copy of FORM IB: Part A. Submit the additional information with Part C on June 15.

If there are more than five adults in the family, use copies of the non-scannable pages of Parts A and C, which have been provided for this purpose.

Public reporting burden for this collection of information is estimated to average 0.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

FAMILY CODE							
			–				
A	A	0		0	0	0	0
B	B	1		1	1	1	1
C	C	2		2	2	2	2
D	D	3		3	3	3	3
E	E	4		4	4	4	4
F	F	5		5	5	5	5
G	G	6		6	6	6	6
H	H	7		7	7	7	7
I	I	8		8	8	8	8
J	J	9		9	9	9	9
K	K						
L	L						
M	M						
N	N						
O	O						
P	P						
Q	Q						
R	R						
S	S						
T	T						
U	U						
V	V						
W	W						
X	X						
Y	Y						
Z	Z						

Reporting Period:

○ Dec ○ 1990
○ June ○ 1991
○ 1992
○ 1993

FORM IB: PART C. OTHER REPORTING INFORMATION

Characteristics of Adults

By the end of the reporting period, complete for each adult in the household.

	Adult a	Adult b	Adult c	Adult d	Adult e
1. Enter birthdate to ensure that code letter is correct.	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9
2. Has adult been identified as disabled?	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no
2a. If yes, give the source of the information.	○ school district ○ receives SSI disability payment ○ self-report ○ other	○ school district ○ receives SSI disability payment ○ self-report ○ other	○ school district ○ receives SSI disability payment ○ self-report ○ other	○ school district ○ receives SSI disability payment ○ self-report ○ other	○ school district ○ receives SSI disability payment ○ self-report ○ other
3. In what Even Start core services has this adult participated during the year? *Mark all that apply*	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)

	Adult a	Adult b	Adult c	Adult d	Adult e
4. What Even Start support services has this adult received to enable him/her to take advantage of core services? *Mark all that apply*	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends
5a. Are you currently employed?	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No
5b. **IF YES**: For how many months in a row have you been employed?	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more
5c. **IF NO**: How many months in a row have you been unemployed?	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more

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Characteristics of Children

By the end of the reporting period, complete for each child through age 7.

	Child z	Child y	Child x	Child w	Child v
6. Enter birthdate to ensure that code letter is correct.	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9
7. Has child been identified as having special needs ?	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no
7a. If yes, what special needs have been identified ?	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)
7b. Please give source of information.	○ school district ○ parent report ○ other	○ school district ○ parent report ○ other	○ school district ○ parent report ○ other	○ school district ○ parent report ○ other	○ school district ○ parent report ○ other
8. Is the child's primary language English ? If no, specify primary language:	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no

	Child z	Child y	Child x	Child w	Child v
9. What core Even Start services has the child participated in during the year?	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none
10. What other Even Start services has the child received beyond Even Start core services?	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)

Use the following for additional children.

	Child u	Child t	Child s	Child r	Child q
6. Enter birthdate to ensure that code letter is correct.	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9
7. Has child been identified as having special needs?	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no

	Child u	Child t	Child s	Child r	Child q
7a. If yes, what special needs have been identified?	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)	○ visual handicap ○ hearing problem ○ deafness ○ orthopedic problem ○ other physical disability ○ specific learning problem ○ emotional problem ○ mental retardation ○ other (specify:)
7b. Please give source of information?	○ school district ○ parent report ○ other	○ school district ○ parent report ○ other	○ school district ○ parent report ○ other	○ school district ○ parent report ○ other	○ school district ○ parent report ○ other
8. Is the child's primary language English? If no, specify primary language:	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no
9. What core Even Start services has the child participated in during the year?	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none	○ Head Start ○ other preschool ○ kindergarten ○ primary (1-3) ○ other ○ none
10. What other Even Start services has the child received beyond Even Start core services?	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ counseling ○ translators ○ other (specify:)

FAMILY CODE							
			-				
A	A	0		0	0	0	0
B	B	1		1	1	1	1
C	C	2		2	2	2	2
D	D	3		3	3	3	3
E	E	4		4	4	4	4
F	F	5		5	5	5	5
G	G	6		6	6	6	6
H	H	7		7	7	7	7
I	I	8		8	8	8	8
J	J	9		9	9	9	9
K	K						
L	L						
M	M						
N	N						
O	O						
P	P						
Q	Q						
R	R						
S	S						
T	T						
U	U						
V	V						
W	W						
X	X						
Y	Y						
Z	Z						

FORM IB: PART C. OTHER REPORTING INFORMATION

Characteristics of Adults

By the end of the reporting period, complete for each adult in the household.

Use this form for additional adults.

	Adult f	**Adult g**	**Adult h**	**Adult i**	**Adult j**
1. Enter birthdate to ensure that code letter is correct.	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	MO DAY YR 0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9
2. Has adult been identified as disabled?	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no	○ yes ○ no
2a. If yes, give the source of the information.	○ school district ○ receives SSI disability payment ○ self-report ○ other	○ school district ○ receives SSI disability payment ○ self-report ○ other	○ school district ○ receives SSI disability payment ○ self-report ○ other	○ school district ○ receives SSI disability payment ○ self-report ○ other	○ school district ○ receives SSI disability payment ○ self-report ○ other
3. In what Even Start core services has this adult participated during the year? *Mark all that apply*	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)	○ adult-child services ○ parent education (parent alone) ○ adult basic education (0-4) ○ adult basic education (5-8) ○ adult secondary education (9-12) ○ GED preparation ○ ESL ○ other (specify:)

This form for additional adults (f-j). **Family code:** ☐☐☐-☐☐☐☐

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	Adult f	**Adult g**	**Adult h**	**Adult i**	**Adult j**
4. What Even Start support services has this adult received to enable him/her to take advantage of core services ? *Mark all that apply*	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends	○ transportation ○ cutodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends	○ transportation ○ custodial child care (babysitting) ○ health care ○ meals ○ advocacy assistance with government agencies ○ counseling ○ referrals for screening or treatment for chemical dependency ○ special care for handicapped family member ○ translators ○ stipends
5a. Are you currently employed ?	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No	○ Yes, full time ○ Yes, part time ○ No
5b. **IF YES**: For how many months in a row have you been employed ?	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more
5c. **IF NO**: How many months in a row have you been unemployed ?	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more	○ less than 6 months ○ 6 to 12 months ○ 12 months or more

35

FAMILY CODE							
			−				
A	A	0		0	0	0	0
B	B	1		1	1	1	1
C	C	2		2	2	2	2
D	D	3		3	3	3	3
E	E	4		4	4	4	4
F	F	5		5	5	5	5
G	G	6		6	6	6	6
H	H	7		7	7	7	7
I	I	8		8	8	8	8
J	J	9		9	9	9	9
K	K						
L	L						
M	M						
N	N						
O	O						
P	P						
Q	Q						
R	R						
S	S						
T	T						
U	U						
V	V						
W	W						
X	X						
Y	Y						
Z	Z						

EVEN START *NATIONAL EVALUATION INFORMATION SYSTEM*
FORM II: DAILY LOG OF CORE SERVICES TO FAMILIES

○ **June**
○ **July**
○ **August**
○ **September**
○ **October**
○ **November**
○ **December**
○ **January**
○ **February**
○ **March**
○ **April**
○ **May**
○ **1990**
○ **1991**
○ **1992**
○ **1993**

SERVICE TO ADULTS AND CHILDREN TOGETHER

Day:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Contact Hours	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9
Setting: H = Home C = Center S = School O = Other	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O
G = Services provided to a GROUP I = Services provided to an INDIVIDUAL	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I
Number of adults in the family present	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +

SERVICE TO ADULTS ALONE TO DEVELOP OR ENHANCE ADULT LITERACY, BASIC SKILLS, SECONDARY EDUCATION OR ESL

Day:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Contact Hours	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9	.5 1 2 3 4 5 6 7 8 9
Setting: H = Home C = Center S = School O = Other	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O	H C S O
G = Services provided to a GROUP I = Services provided to an INDIVIDUAL	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I	G I
Number of adults in the family present	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +	1 2 3 4 5 +

SERVICE TO CHILDREN ALONE TO DEVELOP OR ENHANCE CHILD LEARNING AND DEVELOPMENT

Day:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Contact Hours	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Setting: H = Home	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
C = Center	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
S = School	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
O = Other	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
G = Services provided to a GROUP	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
I = Services provided to an INDIVIDUAL	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
Number of children in the family present	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

SERVICE TO ADULTS ALONE TO FOR THE PURPOSE OF ENHANCING PARENT-CHILD RELATIONSHIPS

Day:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Contact Hours	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5	.5
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
Setting: H = Home	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
C = Center	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
S = School	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
O = Other	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
G = Services provided to a GROUP	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
I = Services provided to an INDIVIDUAL	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
Number of adults in the family present	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

Public reporting burden for this collection of information is estimated to average 0.75 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

EVEN START

NATIONAL EVALUATION INFORMATION SYSTEM

PART III

PROGRAM IMPLEMENTATION

Part III of NEIS consists of one form (Form III) with six sections (A through F). The purpose of Form III is to gather program implementation information for each Even Start project. The information gathered will be used to generate a national profile of Even Start programs.

The purpose of this form is to document what programs actually do rather than what they planned to do. Form III is to be completed twice a year. The two reporting periods are June 1 - November 30 and December 1 - May 31. Reports are due December 15 and June 15.

It is expected that the Even Start project director and/or evaluator would be responsible for completing Form III. However, several of the items require that data be gathered from other cooperating agencies and from various records maintained by the project (e.g., records on services provided, records of expenditures).

Program Code: ______________________

Reporting Period: __________ to ____________

Public reporting burden for this collection of information is estimated to average 8 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503.*

(Expires 7/31/93)*

NEIS PART III: PROGRAM IMPLEMENTATION

FORM IIIA: CHARACTERISTICS OF CORE PROGRAM SERVICES OFFERED

1. Check all of the types of **core services** delivered in the past reporting period. Report services provided directly by Even Start staff and by staff working for cooperating agencies separately. (Check all that apply.)

	(A) Provided by Even Start	(B) Provided by cooperating agencies
1a. Activities involving the parent and child together		
1. reading and storytelling	☐	☐
2. writing	☐	☐
3. working with numbers (e.g., counting)	☐	☐
4. computer activities	☐	☐
5. arts and crafts	☐	☐
6. readiness skills (e.g., shapes, colors)	☐	☐
7. gross motor play	☐	☐
8. social development and play	☐	☐
9. health and nutrition	☐	☐
10. other, specify		
______________________	☐	☐
______________________	☐	☐
1b. Parenting activities without children present		
1. behavior management	☐	☐
2. child development	☐	☐
3. assistance with other social service agencies	☐	☐
4. parent role in education	☐	☐
5. school routines	☐	☐
6. health and nutrition	☐	☐
7. building parent self esteem	☐	☐
8. life skills	☐	☐
9. other, specify		
______________________	☐	☐
______________________	☐	☐

		(A) Provided by Even Start	(B) Provided by cooperating agencies
1c.	Adult education services		
	1. adult basic education (0-4)	☐	☐
	2. adult basic education (5-8)	☐	☐
	3. adult secondary education (9-12)	☐	☐
	4. GED preparation	☐	☐
	5. ESL	☐	☐
	6. other, specify		
	______________________________	☐	☐
	______________________________	☐	☐
1d.	Early childhood education services provided by teachers other than parents		
	1. Head Start		☐
	2. Chapter 1 prekindergarten		☐
	3. preschool	☐	☐
	4. kindergarten	☐	☐
	5. primary	☐	☐
	6. other, specify		
	______________________________	☐	☐
	______________________________	☐	☐
1e.	If there are other services that are significant to the central purpose of your program, please list below. Note: support services are addressed in item 5 of Form IIIB.		
	____________________________________	☐	☐
	____________________________________	☐	☐
	____________________________________	☐	☐

2. For what term of the year are core services offered? (Check **only one** for each core area. If core services in any one area are offered for different terms for subgroups of participants, check "other term" and explain below. See Instructions for a fuller explanation.)

	Year round	Regular school	Other term
a. Activities involving the parent and child together	☐	☐	☐
b. Parenting activities without children present	☐	☐	☐
c. Adult education	☐	☐	☐
d. Early childhood	☐	☐	☐

If you checked "other term" for any of the previous four items (a-d), please describe the time of year core services are offered, or variations in terms for groups of participants, in the space below.

3. Provide a brief description of the typical patterns of core services (frequency, duration, setting) for the parent and child together and for parent education without children present. For example, a typical week might include three center-based activities of two hours each for parents alone combined with a one hour home visit involving both the child and the parent.

4. List any commonly available curricula, curriculum materials, or instructional programs which are a significant component of Even Start core services including those items used by cooperating agencies. List materials under the appropriate heading.

   a. Activities involving the parent and child together (e.g., PACE, HIPPY, Parents as Teachers, Mother-Child Home Program)

   b. Parenting activities without children present (e.g., Systematic Training for Effective Parenting; Good Beginnings: Parenting in the Early Years; The First Three Years of Life)

c. Adult education (e.g., Adult Performance Level, MOTHERREAD, Laubach Way to Reading)

d. Early childhood (e.g., Bank Street; High/Scope; Early Prevention of School Failure)

NEIS PART III: PROGRAM IMPLEMENTATION

FORM IIIB: SUPPORT SERVICES AND OTHER SPECIAL ACTIVITIES

5. Check all types of support services made available in the current reporting period. Report services provided directly by Even Start staff and by staff working for cooperating agencies separately. (Check all that apply).

	(A) Provided by Even Start	(B) Provided by cooperating agencies
a. transportation	☐	☐
b. custodial childcare	☐	☐
c. health care	☐	☐
d. meals	☐	☐
e. nutrition assistance	☐	☐
f. mental health referral	☐	☐
g. referrals for employment	☐	☐
h. advocacy assistance with government agencies	☐	☐
i. counseling	☐	☐
j. child protective services	☐	☐
k. referrals for screening or treatment for chemical dependency	☐	☐
l. referrals for services to battered women	☐	☐
m. special care for handicapped family member	☐	☐
n. parent stipend	☐	☐
o. translators	☐	☐
p. other, specify		
______________________	☐	☐
______________________	☐	☐

6. List any special Even Start activities (e.g., a one-time family movie night) involving parents and children together during the current reporting period. Briefly describe the purpose of each activity.

	Activity	Purpose
a.	______________________	______________________________
b.	______________________	______________________________
c.	______________________	______________________________

NEIS PART III: PROGRAM IMPLEMENTATION

FORM IIIC: RECRUITMENT, SCREENING, ASSESSMENT

7. Which strategies were most successful for recruiting eligible participants during the current reporting period? (Check up to three strategies which resulted in the most participants.)

☐ mass media
☐ targeted mailings in attendance area
☐ personal phone contact in attendance area
☐ home visits in attendance area
☐ referrals by public school
☐ referrals by Head Start
☐ referrals by other agency (e.g., welfare, JTPA)
☐ other, specify ______________________________
☐ no recruiting activities were conducted during the current reporting period

8. Does your program have a special focus which results in eligibility requirements which are more specific than those in the Even Start law or regulations (e.g., only serve 3-4 year olds, adults with limited English proficiency)?

☐ yes ☐ no

If the answer is yes, list the criteria used for including adults and children in the project.

9. Which of the following steps were included in formal screening of participants (prior to enrollment)? (Check all that apply.)

☐ orientation
☐ verification of eligibility
☐ assessing basic skills of adults
☐ testing children
☐ contact with other agencies involved with family
☐ counseling
☐ other, specify ______________________________
☐ no screening was conducted during the current reporting period

10. **List any tests or formal assessment instruments (other than those required by NEIS) that are used in the program. Indicate the primary purpose of each instrument.**

Adult Instruments

Title, Form, Edition, Levels — Primary Function

1 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
2 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
3 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
4 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation

Child Instruments: Ages 1-2

Title, Form, Edition, Levels — Primary Function

1 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
2 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
3 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
4 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation

Child Instruments: Ages 3-5

Title, Form, Edition, Levels — Primary Function

1 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
2 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
3 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
4 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation

Child Instruments: Ages 6-7

Title, Form, Edition, Levels — Primary Function

1 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
2 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
3 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation
4 ________________________ ☐ diagnostic ☐ screening/placement ☐ program evaluation

10a. If you use any locally-developed or informal instruments, please check their primary purpose:

	Primary Function
a. Adult instruments	☐ diagnostic ☐ screening/placement ☐ program evaluation
b. Child instruments: Ages 1-2	☐ diagnostic ☐ screening/placement ☐ program evaluation
c. Child Instruments: Ages 3-5	☐ diagnostic ☐ screening/placement ☐ program evaluation
d. Child Instruments: Ages 6-7	☐ diagnostic ☐ screening/placement ☐ program evaluation

FORM IIIE. EVEN START COOPERATIVE ARRANGEMENTS

16. CORE SERVICES

General instructions: refer to the instructions for definitions of organization types (column 1) and column 3-6 codes describing (a) the type of influence other departments/programs, organizations, or agencies, have over each Even Start core service, and (b) the mechanism currently being used to enhance and maintain each cooperative linkage. If Even Start is coordinating with more than one department/program organization, or agency within an organization type, list each one separately in column 2 and enter the codes in appropriate cells of columns 3-6.

Column 1	Column 2	Column 3		Column 4		Column 5		Column 6	
Organization Type	Name of Dept./Program, Organization, Agency	Adult-Child		Parent Education		Adult Education		Early Childhood	
		(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Other departments/ Programs within public schools	1.								
	2.								
	3.								
	4.								
	5.								
Postsecondary college, university, trade-technical school/institute	1.								
	2.								
	3.								
	4.								
	5.								
Head Start, Home Start	1.								
	2.								
	3.								
	4.								
	5.								

Codes (a): Type of Influence

1. cooperating agency authority
2. co-deciding
3. Even Start authority

Codes (b): Type of Mechanism

1. increase informal communication
2. informal agreement
3. informal advisory group
4. formal written agreement
5. joint board
6. other

Column 1	Column 2	Column 3		Column 4		Column 5		Column 6	
Organization Type	**Name of Dept./Program, Organization, Agency**	**Adult-Child**		**Parent Education**		**Adult Education**		**Early Childhood**	
		(a)	(b)	(a)	(b)	(a)	(b)	(a)	(b)
Day care, preschool programs	1.								
	2.								
	3.								
	4.								
	5.								
Local, county, state, and tribal governmental agencies and organizations	1.								
	2.								
	3.								
	4.								
	5.								
Foundations, fraternal groups, associations	1.								
	2.								
	3.								
	4.								
	5.								
Volunteer groups	1.								
	2.								
	3.								
	4.								
	5.								

Codes (a): Type of Influence

1. cooperating agency authority
2. co-deciding
3. Even Start authority

Codes (b): Type of Mechanism

1. increase informal communication
2. informal agreement
3. informal advisory group
4. formal written agreement
5. joint board
6. other

[NEIS Form IIIE: Cooperative Arrangements]

[June 15]

Column 1	Column 2	Column 3		Column 4		Column 5		Column 6	
Organization Type	**Name of Dept./Program, Organization, Agency**	**Adult-Child**		**Parent Education**		**Adult Education**		**Early Childhood**	
		(a)	**(b)**	**(a)**	**(b)**	**(a)**	**(b)**	**(a)**	**(b)**
Other community-based organizations	1. ______	___	___	___	___	___	___	___	___
	2. ______	___	___	___	___	___	___	___	___
	3. ______	___	___	___	___	___	___	___	___
	4. ______	___	___	___	___	___	___	___	___
	5. ______	___	___	___	___	___	___	___	___
Church, temple, mosque	1. ______	___	___	___	___	___	___	___	___
	2. ______	___	___	___	___	___	___	___	___
	3. ______	___	___	___	___	___	___	___	___
	4. ______	___	___	___	___	___	___	___	___
	5. ______	___	___	___	___	___	___	___	___
Other	1. ______	___	___	___	___	___	___	___	___
	2. ______	___	___	___	___	___	___	___	___
	3. ______	___	___	___	___	___	___	___	___
	4. ______	___	___	___	___	___	___	___	___
	5. ______	___	___	___	___	___	___	___	___

Codes (a): Type of Influence

1. cooperating agency authority
2. co-deciding
3. Even Start authority

Codes (b): Type of Mechanism

1. increase informal communication
2. informal agreement
3. informal advisory group
4. formal written agreement
5. joint board
6. other

17. SUPPORT SERVICES

General instructions: refer to the instructions for definitions of organization types (column 1). If Even Start is coordinating with an organization type, list each one separately in column 2 and write in the type of support service in the column (3-5) which best describes the direction of the cooperative relationship. Refer to the instructions manual for a list of commonly used support services.

Column 1	Column 2	Column 3	Column 4	Column 5
Organization Type	Name of Dept./Program Organization, Agency	Service to Even Start by other agency	Service provided on reciprocal basis	Service provided by Even Start
Other departments or programs within public schools	1. ____ 2. ____ 3. ____ 4. ____ 5. ____	____ ____ ____ ____ ____	____ ____ ____ ____ ____	____ ____ ____ ____ ____
Postsecondary college, university, trade-technical school/institute	1. ____ 2. ____ 3. ____ 4. ____ 5. ____	____ ____ ____ ____ ____	____ ____ ____ ____ ____	____ ____ ____ ____ ____
Head Start, Home Start	1. ____ 2. ____ 3. ____ 4. ____ 5. ____	____ ____ ____ ____ ____	____ ____ ____ ____ ____	____ ____ ____ ____ ____
Day care, preschool programs	1. ____ 2. ____ 3. ____ 4. ____ 5. ____	____ ____ ____ ____ ____	____ ____ ____ ____ ____	____ ____ ____ ____ ____

Column 1	Column 2	Column 3	Column 4	Column 5
Organization Type	Name of Dept./Program Organization, Agency	Service to Even Start by other agency	Service provided on reciprocal basis	Service provided by Even Start
Local, county, state, and tribal governmental agencies and organizations	1. 2. 3. 4. 5.			
Foundations, fraternal groups, associations	1. 2. 3. 4. 5.			
Volunteer Groups	1. 2. 3. 4. 5.			
Other community-based organizations	1. 2. 3. 4. 5.			
Church, temple, mosque	1. 2. 3. 4. 5.			
Other	1. 2. 3. 4. 5.			

[NEIS Form IIIE: Cooperative Arrangements]

[June 15]

NEIS PART III: PROGRAM IMPLEMENTATION

FORM IIIF: FACTORS INFLUENCING IMPLEMENTATION

18. List major **barriers** that interfered with the implementation of the Even Start program. Think broadly about what may have served as a barrier. Examples of possible barriers include: problems in working with cooperating agencies, communication difficulties, scheduling problems, a lack of proven models for certain components of the Even Start program.

    Provide a brief description of how each barrier actually interfered with the program operations.

19. If you found a way to resolve any of the barriers listed above, please describe how you accomplished it.

20. What features of the Even Start law or regulations may need to be revised to permit more effective implementation? What changes would be helpful and why?

21. For what areas or aspects of the program would you like technical assistance?

FAMILY CODE

			-			
A	A	0	0	0	0	0
B	B	1	1	1	1	1
C	C	2	2	2	2	2
D	D	3	3	3	3	3
E	E	4	4	4	4	4
F	F	5	5	5	5	5
G	G	6	6	6	6	6
H	H	7	7	7	7	7
I	I	8	8	8	8	8
J	J	9	9	9	9	9
K	K					
L	L					
M	M					
N	N					
O	O					
P	P					
Q	Q					
R	R					
S	S					
T	T					
U	U					
V	V					
W	W					
X	X					
Y	Y					
Z	Z					

EVEN START *NATIONAL EVALUATION INFORMATION SYSTEM*

FORM IV: RECORD OF ADULT AND CHILD OUTCOME DATA

Reporting Period: ○ December ○ June ○ 1990 ○ 1991 ○ 1992 ○ 1993

This form is designed for you to record test scores and outcome information for the target adult and target child in each family. Child and adult tests can be administered either by Even Start staff or by staff at collaborating agencies. This form should be submitted to RMC Research Corporation in December and June of each year.

Space is provided to accommodate two adult and two child test scores within one six month reporting period. However, there should be an interval of at least three months between test administrations.

Target adult identification letter:
○ a
○ b
○ c
○ d
○ e

Birth Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

REASONS FOR NOT TESTING OR QUESTIONABLE TEST SCORE:

○ *Unable to test because of limited English*
○ *Did not complete test*
○ *Unable to test because of physical disability.*
Specify: ☐

HAS ADULT RECEIVED GED OR HIGH SCHOOL DIPLOMA DURING THIS REPORTING PERIOD ?

○ *Yes* ○ *No*

CASAS

○ Entry
○ Other
○ Exit

Test Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

Level:

Form:	AA	A	B	C
Reading	○ 310	○ 31	○ 33	○ 35
	○ 311	○ 32	○ 34	○ 36
Certification		○ 520	○ 521	○ 522
Listening		○ 51	○ 53	○ 55
		○ 52	○ 54	○ 56

Raw Score:			Scaled Score:		
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3		3	3
4	4	4		4	4
5	5	5		5	5
6	6	6		6	6
7	7	7		7	7
8	8	8		8	8
9	9	9		9	9

CASAS

○ Entry
○ Other
○ Exit

Test Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

Level:

Form:	AA	A	B	C
Reading	○ 310	○ 31	○ 33	○ 35
	○ 311	○ 32	○ 34	○ 36
Certification		○ 520	○ 521	○ 522
Listening		○ 51	○ 53	○ 55
		○ 52	○ 54	○ 56

Raw Score:			Scaled Score:		
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3		3	3
4	4	4		4	4
5	5	5		5	5
6	6	6		6	6
7	7	7		7	7
8	8	8		8	8
9	9	9		9	9

Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Managment and Budget, Paperwork Reduction Project 1875-0049, Washington, D.C. 20503. Expires 7/31/93.

CHILD OUTCOME DATA

Target child identification letter:

○ z	○ u
○ y	○ t
○ x	○ s
○ w	○ r
○ v	○ q

Birth Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

REASONS FOR NOT TESTING OR QUESTIONABLE TEST SCORE:

○ *Target child not old enough for testing*
○ *Unable to test because of limited English*
○ *Refused to verbalize*
○ *Refused to do tasks / follow instructions*
○ *Did not pay attention to Examiner*
○ *Unable to test because of physical disability.*
Specify: ________

PSI

○ Entry
○ Other
○ Exit

Test Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

Administered in:
○ English
○ Spanish
○ English & Spanish

Location tested:
○ Home
○ Center
○ Other

Raw Score:

0	0
1	1
2	2
3	3
	4
	5
	6
	7
	8
	9

PSI

○ Entry
○ Other
○ Exit

Test Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

Administered in:
○ English
○ Spanish
○ English & Spanish

Location tested:
○ Home
○ Center
○ Other

Raw Score:

0	0
1	1
2	2
3	3
	4
	5
	6
	7
	8
	9

PEABODY

○ Entry
○ Other
○ Exit

Test Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

Administered in:
○ English
○ Spanish

Location tested:
○ Home
○ Center
○ Other

Form:
○ L
○ M
○ TVIP

Raw Score:

0	0	0
1	1	1
2	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

Scaled Score:

0	0	0
1	1	1
2	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

PEABODY

○ Entry
○ Other
○ Exit

Test Date:

MO		DAY		YR	
0	0	0	0	0	0
1	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4		4	4	4
	5		5	5	5
	6		6	6	6
	7		7	7	7
	8		8	8	8
	9		9	9	9

Administered in:
○ English
○ Spanish

Location tested:
○ Home
○ Center
○ Other

Form:
○ L
○ M
○ TVIP

Raw Score:

0	0	0
1	1	1
2	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

Scaled Score:

0	0	0
1	1	1
2	2	2
	3	3
	4	4
	5	5
	6	6
	7	7
	8	8
	9	9

APPENDIX C

REFERENCE GROUP PAPER

EVALUATING PROGRAM EFFECTIVENESS FOR THE NATIONAL EVEN START EVALUATION: DERIVING ESTIMATES OF EFFECT FROM REFERENCE GROUPS

Submitted by:

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Submitted to:

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Office of Planning, Budget and Evaluation
U.S. Department of Education

February 14, 1991

EVALUATING PROGRAM EFFECTIVENESS FOR THE NATIONAL EVEN START EVALUATION: DERIVING ESTIMATES OF EFFECT FROM REFERENCE GROUPS

This paper proposes a procedure for using reference groups from data currently being collected as part of the National Evaluation and Information System (NEIS) to generate estimates of Even Start program effectiveness. In the paper we

- provide an overview of the four components of the national Even Start evaluation focusing on how the evaluation of effectiveness is currently conceptualized in each,
- provide a definition of program effects,
- discuss the strengths and weaknesses of three approaches for assessing effectiveness,
- outline how selected reference groups can be used to extend current plans for evaluating project effectiveness,
- discuss three implementation issues and our plans for dealing with them, and
- list next steps.

Since Even Start has multiple goals, it could be evaluated in terms of several outcomes (e.g., child learning, adult achievement gains, improvement in child rearing practices of participating adults). The proposed analysis, however, is limited to measures of children's school readiness skills, as measured by the Preschool Inventory (PSI), and language skills, as measured by the Peabody Picture Vocabulary Test (PPVT-R).

1.0 JUDGING EVEN START PROGRAM EFFECTIVENESS IN FOUR COMPONENTS OF THE NATIONAL EVALUATION OF EVEN START

1.1 Four Components of the National Evaluation of Even Start

Evaluations take many forms depending upon their purpose which is shaped by such factors as

- the stage of a program's development,
- the audience for the evaluation,
- the specific uses for the evaluation data.

Some evaluations are intended primarily to describe a program: setting(s), goals, clients served, and services provided. Others aim to help translate program design into operations (implementation) or to improve program operations. Still others concentrate on assessing program effectiveness. While the national Even Start evaluation will provide information in each of these areas, this paper focuses on how the national evaluation of Even Start will assess the effectiveness of Even Start.

The national Even Start evaluation has four components, each of which is designed to provide a different perspective on projects. However, each component has the potential for providing at least some information about project impact. First, the In-Depth Study (IDS) will be based on comprehensive observations from 10 of the 119 Even Start projects funded in the first two years of operation. The IDS sites were purposefully selected to include projects which are implementing a) all components intended for Even Start programs (i.e., adult education, early childhood education, and parenting training) and b) a variety of program designs (e.g., home-based, other) of interest for future adoptions. The most reliable data on the effects of Even Start on parents and children will come from randomized experiments which are planned for the majority of the IDS project sites.

Second, Even Start projects are encouraged to submit applications to the National Diffusion Network (NDN). To qualify for NDN, projects must first be screened by the appropriate funding agency within the Department of Education, then approved by the Program Effectiveness Panel (PEP). Information on the effectiveness of individual projects is required for applications to PEP which validates projects based upon specific claims. Project claims must be educationally significant and supported by evidence to be approved by PEP. We expect that PEP submissions will be based on research designs that may vary substantially in quality and method from project to project, and it is not possible to say how well PEP submissions as a group will provide information on program impact. Certainly, some Even Start projects will be able to design and conduct well-run studies providing convincing evidence.

Third, the National Even Start evaluation includes other local evaluation activities that grantees think are necessary or appropriate. Participation in this fourth component is also optional and may or may not include measures of project effectiveness.

Fourth, the National Evaluation and Information System (NEIS) provides a common core of data on project characteristics, services received, and participant characteristics for all projects. Among the participant characteristics included in NEIS are multiple observations of children's readiness for school and language skills, adult basic skills, and parents' self report of child rearing practices and attitudes which previous evaluations have shown to contribute to the cognitive development of children. Such observations will be used to describe the characteristics of Even Start participants as they enter the program and after they have received varying amounts of service, permitting the assessment of change over time. Attributing change in these characteristics to participation in Even Start, however, requires additional assumptions or design features. The key task is to identify the other factors, if any, which may contribute to change in the participants and to establish a method to control for their influence.

This paper proposes a methodology which has the potential to contribute to evaluating the effectiveness for all four of the national Even Start components: the IDS, PEP submissions, local evaluations, and NEIS. Although the methodology is based on relatively strong assumptions and weak design compared to the experimental studies planned for some of the IDS sites, it has the potential to provide effectiveness information for a much larger number of projects at relatively little additional cost.

1.2 Project Effectiveness Defined

Regardless of which evaluation component is under consideration, we need a common definition of an "effect of Even Start." An effect of Even Start on participating families is the difference between an observation taken after participation in the program and what would have been observed if they had not been in the program. Since it is impossible to know precisely what the experience of the participating families would have been if they had not been a part of the program, we estimate what would have happened in the absence of the program by comparing gains made by program participants with gains made by individuals and families who are like the program participants, but who did not take part in the program.

A pivotal challenge in evaluating the effectiveness of a project is to ensure that the program group (the group participating in Even Start) and the comparison group (the group that does not participate in Even Start) are comparable to each other at the start of the program. If these two groups are not comparable, we need to know how they differ to understand the limitations that such noncomparability places on the findings of the evaluation.

1.3 Selecting Reference Groups Comparison

The best comparison group is one constructed by randomly assigning potential participants to Even Start or to a comparison group. Random assignment is the only way to ensure that the program and comparison groups are composed of similar families at the start of the study. When families are randomly assigned to groups, the characteristics of the participants, on average, will not differ systematically from the characteristics of nonparticipants. Thus, differences in performance after program participation can be used to assess the effects of the program. Randomized experiments are difficult to implement and are expensive, but they provide the least ambiguous information for drawing conclusions about the effectiveness of a social program. As stated earlier, random assignment will be used as part of the IDS. It may be used for some projects implementing evaluations for PEP or local use, but it is not part of the design for NEIS. Therefore, projects which are not conducting experiments for the IDS, do not have access to local comparison groups for analysis of project effects. Given the costs associated with setting up and monitoring true experiments for the IDS, it is not feasible for other projects to implement random assignment without adding significantly to the costs for evaluation. Abt Associates and RMC Research anticipated this would be the case and proposed and developed a descriptive evaluation and information system in which all projects would participate.

The choice now is to forego the assessment of the impact of Even Start on all but those projects committed to random assignment, or to design another approach which would still provide an indication of program effectiveness. One such strategy that is often used in evaluating social programs is to employ a quasi-experimental design in which a local, nonrandomly-formed comparison group is used — simply because it is easier to convince program implementers to construct a nonrandomly-formed group than to randomly assign families. The disadvantages of this approach are that it tends to be just as expensive as a randomized experiment (because the costs are incurred by the recruitment and data collection activities, not by the techniques used to create the comparison group) and that the findings may be biased in unknown ways. For these reasons, we do not propose forming nonrandomly assigned local comparison groups to estimate program impact.

A second approach is to dispense with the collection of primary data (i.e., local data collection) on either randomly or nonrandomly-formed comparison groups (except for the planned random assignment studies for the IDS) and to use external standards of comparison such as the norms that publishers provide for standardized tests, the scores attained by similar populations in other recently-completed evaluations, or the scores of program participants prior to their receiving program services. The advantages of using such reference groups to generate comparisons are that it provides a relatively inexpensive option — no data on local comparison groups need be collected. Further, it provides a basis of comparison that is likely to be just as good as that provided by several different locally derived, nonrandomly-formed comparison groups. The disadvantage is that the findings cannot be regarded with the same confidence as findings from a randomized experiment.

2.0 STRATEGY FOR DEVELOPING REFERENCE GROUPS

2.1 Comparability of Reference Groups

Using norms to estimate project effects amounts to using a "pseudo comparison group" comprised of members of the norm group. Norms (as a pseudo comparison group) are used to establish growth expectations for children like those in the norm group. These growth expectations set a standard of comparison for children receiving special services beyond those received by children in the norm group.

The norm-referenced evaluation model (Model A) used to evaluate Chapter 1 projects exemplifies the use of norms to estimate a project effect (Tallmadge and Wood, 1976). The norm-referenced model assumes that, over time, children will maintain their percentile status if they receive the same education as those in the norm group of which they are a part. The assumption, called the equipercentile growth expectation, is nonanalytic; that is, it is not based on a specified statistical model. Using the equipercentile assumption to set a standard for expected growth without special services, projects compare the growth of their project students to the norm group growth expectation to estimate a treatment effect. In operational terms, projects determine the pretest status of its students in terms of Normal Curve Equivalents (NCEs). The mean

NCE of the project students then becomes the "no treatment expectation" and is compared to the mean post test NCE of project students.

Project effect = Observed mean posttest NCE - Observed mean pretest NCE

The internal validity of norm referenced evaluation models such as Model A used in Chapter 1, rests on the assumption that the local population of project students and the "norm" or reference group students are comparable on all educationally significant variables. Reasoning by analogy from experimental and quasi-experimental models, the threat to internal validity which is of concern is selection. Errors in estimating impact can occur if the students in the project and comparison groups are not similar prior to treatment. In other words, if the local project group differs in educationally significant ways from the group used to establish the reference point for expected growth, the validity of the growth assumption is called into question. When the local group differs substantially, its rate of change may differ from that of the reference group.

There are two educationally significant ways in which the reference group may differ from the project group in terms of previous educational experiences. One way is participation in early childhood education (ECE) prior to the Even Start experience, and the other is in the type of educational experiences provided in the home. From this standpoint, the term "developmental" norms is imprecise and perhaps somewhat misleading. The growth expectations on which developmental norms are based are a function of experience both within and outside the home, as well as maturation, or changes related to age which the term "developmental" implies.

If the status of new samples of children are to be compared to the reference group, it is essential to know how comparable the two groups are in their educational experience. Matching children on parental education is one accepted way to control for differences in early educational experiences in the home. The interpretability of differences between even a demographically matched local sample and reference group, however, would be further influenced by knowledge of differences in ECE experiences. This is especially important in early childhood tests because the early childhood educational experiences are not likely to be as uniform as experiences at different grade levels. In addition, the gains made by children may not be linearly related to length of ECE experience.

2.2 Approach to the Use of Reference Groups in Even Start

We propose to use the Even Start population as its own reference group to develop no treatment growth expectations from pretest scores; that is, to generate an expected growth rate (the mean number of additional items correct per each additional month of age) of Even Start children prior to their receiving Even Start services. Assessing the effectiveness of Even Start participation would be based on growth above the expected rate. This strategy would essentially replicate the methodology which Abt Associates has used in previous evaluations of early childhood programs; specifically, the method employed by Layzer, Goodson and Layzer (1990) in the evaluation of New York City's Project Giant Step.

While we would not need to collect data which we do not already plan to collect to implement this strategy, more extensive analyses than originally planned would be necessary. Information available from the Even Start database (e.g., previous educational experiences of both parents and children, English language facility, family configuration) may enable us to calculate expectations for growth while controlling for educationally meaningful variables. We propose to go a step further than previous studies, in exploring separate growth expectations for clearly differentiated subpopulations of Even Start participants.

We propose to explore the use of different growth expectations for subpopulations of Even Start children based on previous ECE experience, the English language facility of the family, and parental educational level prior to receiving Even Start services. Current discussions of the state-of-the-art in the evaluation of programs like Even Start point out that very little attention has been paid to qualifying results in terms of the population **for whom** the program was effective, or to differential definitions of success (Weiss & Jacobs, 1988; Hauser-Cram, P., 1990).

While all the families which make up the Even Start population must qualify for adult basic educational services, there is still a great deal of heterogeneity in English language facility of parents as well as the level of parental education. Differences in parental education would be expected to be reflected in differences in child-rearing styles and the use of language in the home, with resultant consequences for children's initial performance on the PST and the PPVT-R. Results from the Giant Step study, that the strongest predictor of posttest PSI scores was the pretest PSI (accounting for half the variance in posttest scores) and that pretest scores were correlated with family background characteristics, suggest that it would be reasonable to expect differential growth rates for children based on family background.

In addition to looking at expected growth rates for different family background characteristics, we will also examine the relationship between previous ECE experience and expected growth rates on the PSI and the PPVT-R. The results of previous studies of the PSI do not indicate ceiling effects, however, there may be differential growth rates based on previous ECE experience. ECE experience may result in rapid initial growth on the PSI, which levels off over time. That is, children who have participated in ECE programs prior to Even Start may not be reasonably expected to gain as much as children with no previous preschool experience. This may be an important factor in evaluating program effects from projects which differ in the amount of previous ECE experience available to local populations.

Because of the different nature of the PSI and the PPVT-R (the content of the PSI being more directly relevant to preschool experience), we may expect a larger effect of previous preschool experience on expected growth rates for the PSI.

Previous databases on the PSI and PPVT-R will be used as a validity check on the growth expectations derived from Even Start data, as well as to compare growth rates of Even Start participants above the expected rate with those of children from other early educational programs. The proposed strategy, however, responds to OMB's concern that our comparisons not be based on dated research.

2.3 Measures to be Used

As reported in Layzer, Goodson, and Layzer (1990), previous evaluation studies using the PSI suggest that, prior to receiving early childhood educational services in programs which have been evaluated using the PSI, the number of items correct was correlated with the age of children tested. Calculating the number of items correct for children at different age levels and computing a mean increase in the number of items correct per month of age results in expected growth rates of about .5 items per month. These analyses, like most age norms, are cross sectional, not longitudinal. However, they appear to produce fairly consistent results across samples in different historical periods and for groups of children with different initial score levels.

Using previous research findings would allow us to compare the growth rates of Even Start children with those of children receiving other early childhood educational services. Because these analyses would focus on the gains of children (in terms of the additional number of items they get correct for each month of participation in the project), the previous educational experiences of the students in the earlier studies would threaten validity only if one had reason to suspect an interaction between previous educational experiences and those provided by Even Start and each of the other types of educational programs evaluated with the PSI or the PPVT-R.

A potential problem with using previous research findings to establish a basis for comparison is that the populations served by these projects and those served by Even Start may differ on educationally meaningful variables. For example, we know that the majority of mothers in the Giant Step project had completed high school. Do the selection criteria for Even Start, which require that at least one of the child's parents be eligible for adult education, imply that Even Start children are less likely to achieve at a rate equal to that achieved by target populations for other programs? If so, then using expected monthly growth rates from these other programs may set too high a standard.

The Even Start database will contain extensive information about the characteristics of the families served. General information about the educational level of parents and previous ECE experience of children served in the other studies will be used for comparisons. The feasibility of making these comparisons will be determined for each separate reference group (i.e., previous study sample) by what common data are available (e.g., income level of family, educational level of adults in the household). These comparisons will require no new data collection and little additional analysis than is already planned.

The monthly gains on the PSI both before ("developmental gain") and after participation (program gain) calculated for the Giant Step study (Layzer, Goodson and Layzer, 1990) were compared to similar gains derived from data from the National Day Care Study, the Head Start Planned Variation study, and the Home Start Evaluation. The same validity check comparisons will be made for Even Start gains. However, only the data from the Giant Step study (the most recent) will be used to make comparisons for subpopulations based on parental education and previous ECE experience.

Data from the National Longitudinal Study of Youth will be used as a validity check on Even Start gains calculated from the PPVT-R. There is a large Hispanic subpopulation in this study which should provide important information on expectations for the Spanish version of the PPVT-R (TVIP). In addition, the PPVT-R has national norms based on two-month age intervals. While the norm group for the PPVT-R may not be an appropriate reference group for the Even Start population, it will serve as a reference point for expected growth in a nationally representative sample of children. A nationally representative comparison is not available for the PSI.

3.0 IMPLEMENTATION ISSUES

3.1 Avoiding Entry Scores Contaminated by Even Start Experience

It is essential that observations (i.e., PSI and PPVT scores) used to generate the expected growth in school readiness skills and cognitive development be from children who have not received Even Start services. Including children who have received such services in the pool of those used to generate estimates of no-project growth will result in biased estimates of project effectiveness — project effectiveness will be underestimated depending upon the number of children receiving services and the extent of service received prior to collecting entry scores.

All Even Start projects have been instructed to record test scores as entry scores only for children who have received less than one month of Even Start service before testing. Initial scores from children who have received more than one month of service should be recorded as "other" (not entry) scores on Form IV of NEIS. It will be necessary to verify that projects are following this instruction before including their data in the analyses. If implementation of this guideline is not satisfactory, it may be preferable to use entry scores collected beginning in the fall of 1991 for projects which will be beginning their third year of operation — this will only be their second year of collecting outcome data. If it is necessary to begin analyses with data collected during the fall of 1991, which will not be submitted to RMC until 15 December, 1991, then the no-project expected growth rates could be developed early in 1992 in time for use with project evaluations from data submitted 15 June 1992. Procedures for generating the reference-group comparative base could be pilot tested earlier (based on outcome data reported 15 December 1990 and 15 June 1991) to ensure efficient analysis of the data. Following this time schedule would allow for the inclusion of two years of data from the first cohort and one year of data from the second cohort before the report to Congress which due in the fall of 1993.

3.2 Representativeness of Reference Groups

Children whose scores are used to generate reference-group no-project expectations should be similar to children to whom they are compared when estimating project effectiveness. Several projects which began in 1989-90 are continuing to serve families who began receiving services before projects began to assess outcomes. Children from these families cannot be used for developing no-project reference groups since their previous experience in Even Start will affects the representativeness of children used to generate no-project growth estimates. It is conceivable that families who enter a program during its first year are systematically different from families entering in the second or third year. Information gathered on all families can be used to determine whether there are differences between children entering projects during the first year and those entering in subsequent years.

The no-project growth expectations will be generalizable to children like those who have valid entry scores, not to all children served by Even Start. Not all children will be tested. Children younger than three and children who do not speak English or Spanish are excluded from testing with the PSI or the PPVT.

3.3 Use of Reference Group Analyses at the Individual Project Level

While reference group analyses can be used for examining program effects for aggregates across projects, they may not always be appropriate at the individual project level. Populations of children served by individual programs should be similar to the population used to generate the no-project growth expectation. Unique populations may not follow the same growth rate as typical populations served by Even Start. Developing growth rates for several subgroups should minimize this potential problem.

4.0 USE OF REFERENCE GROUPS IN THE EVEN START EVALUATION

4.1 In-Depth Study

The In-Depth Study plans call for collecting site-level and family-level information in ten Even Start Projects. Where it is feasible, randomized studies will be implemented. Based on conversations with project staff, it is estimated that randomized designs can be implemented in seven of the ten sites. In the other three projects, a limited pool of eligible families or small turnover of program families precludes the option of implementing randomized studies.

In the nonrandomized sites, assessing the impact of Even Start on participating families will have to rely on quasi-experimental methods such as matched comparison groups or comparisons with normative data. Norms based on the larger Even Start population will provide a useful comparison to assess impact because the program activities and population characteristics will more closely approximate those in the In-Depth Study sites than will those from other studies or the norming sample from standardized tests.

Data from the randomized sites in the In-Depth Study can also be compared with the program effects seen in the nonrandomized sites and the larger reference group of Even Start projects. The extent to which educational gains are the same in each of the different study groups will add to the validity and generalizability of results in the Even Start Evaluation.

4.2 Program Effectiveness Panel Submissions

Program Effectiveness Panel (PEP) validation requires projects to submit evidence of effectiveness in achieving educationally significant claims. PEP will consider four general types of claims in validating projects (Ralph and Dwyer, 1988). It is really more precise to state that it is the claims that PEP validates rather than the project as a whole. The types of claims which PEP will consider include

- Academic Achievement - Changes in Knowledge and Skills
- Improvements in Teachers' Attitudes and Behaviors
- Improvements in Students' Attitudes and Behaviors
- Improvements in Instructional Practices and Procedures

Even Start projects employ a broad scope educational strategy; their purpose is to coordinate services to adults and children as a means of better insuring success in achieving important outcomes such as increased school readiness and cognitive development of young children. It is conceivable that, considered as a group, Even Start projects may seek validation against several types of claims dealing with different types of outcomes (e.g., retention rates of adults in adult education programs, changes in attitudes and behavior of parents toward their children as learners, cognitive growth of children). The evidence which a project presents to support its claim(s) will depend upon the particular claim.

While PEP does not require a specific methodology — depending on the claim for effectiveness, a well executed case study as well as randomly assigned comparison groups provide acceptable evidence of effectiveness. Projects participating in the IDS, because of the increased resources put into observing effects and the use of randomly assigned comparison groups, are well positioned to submit to PEP. Other projects need additional options for making the comparisons needed to support claims of effectiveness. Reference groups constructed from pretreatment observations provide a low cost basis for making such comparisons.

4.3 National Evaluation and Information System

The NEIS collects several types of data for the evaluation of programs. While NEIS is primarily descriptive in design, it does include multiple observations of outcome measures which could be used to assess program effectiveness if appropriate comparison groups or standards could be formulated. Currently, however, the use of NEIS to assess effectiveness is limited to tracking changes in the status of participating children over time. Data from children entering the program can be a source of expectations for growth over time in the absence of Even Start services permitting some projects to estimate their effectiveness and allowing analysts to pool data across projects to assess effectiveness of the national implementation of Even Start.

5.0 NEXT STEPS

We are anxious to discuss our proposed strategy for developing indicators of Even Start project effectiveness. If the strategy seems reasonable, after further discussion, we can develop a detailed timeline and develop cost estimates for its implementation.

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APPENDIX D

IDS SAMPLE SELECTION

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NATIONAL EVEN START EVALUATION:

REPORT ON IN-DEPTH STUDY SAMPLE

January, 1991

Submitted by:

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Submitted to:

Nancy Rhett
Office of Planning, Budget and Evaluation
U.S. Department of Education

An Equal Opportunity Employer

INTRODUCTION

The National Even Start Evaluation has four components: (1) the National Evaluation Information System (NEIS) for all Even Start projects, (2) an In-Depth Study of 10 projects, (3) local evaluations for the Department of Education's Program Effectiveness Panel (PEP) and National Diffusion Network (NDN) qualification, and (4) other evaluation studies conducted by grantees to meet local needs.

This report focuses on the In-Depth Study and describes the process by which 10 projects were selected for inclusion in that component of the national evaluation. The first section briefly discusses the purpose of the In-Depth study, followed by a second section on the criteria used to select projects. The third section of the report describes the selection process and the individual projects selected. The final section summarizes key characteristics across the 10 projects chosen for the In-Depth Study.

Purpose of the In-Depth Study

The In-Depth Study (IDS) is designed to complement the broad-based data collected from all even Start projects through the NEIS by providing more detailed information on a subset of purposively-selected grantees. Whereas the NEIS will provide common data on all projects, the IDS will study a subset of 10 projects and investigate more closely program design decisions, program approaches, and program effects. The issues to be addressed by the IDS include:

- The ways in which promising Even Start projects are implemented, including a description of the activities undertaken by these projects, barriers faced in program implementation, and the nature of collaborative arrangements.
- The effects of Even Start on children's school readiness and on the basic skills and educational

attainment of adults, and the relationship of outcomes to program and family characteristics.

- The effects of Even Start on selected antecedents of school readiness and literacy, such as a supportive home environment, the emotional well-being of the parent and child, parenting practices, and positive parent-child relationships.

Research plans call for collecting data through multiple methods, including case studies involving staff interviews and observations of program activities, standardized tests of adults' and children's skills, and interviews with parents in program and comparison groups. The IDS will focus on short-term outcomes of Even Start, on the relationship between services received and outcomes, and on the long-term effects of Even Start.

Selection Criteria

In collaboration with the Department of Education, a list of criteria were developed to capture the government's intent in evaluating Even Start projects. These criteria for selection, which fall into three categories, are listed below.

Practical Criteria

- Willingness to participate. Projects are not required to take part in the IDS.
- Willingness to implement a randomized study. To the extent possible, the IDS will involve a series of project-level studies in which potential participants are randomly assigned to Even Start or to a control group. While random assignment may not be feasible in all projects, the selection of projects should maximize the number of sites that are willing to implement an experimental design.

Content Criteria

- Program model. To be selected, a project should be implementing a set of activities that form a coherent model and are similar across program sites.

- Provision of core services. Selected projects should offer or collaborate with other agencies to provide the full range of Even Start services (i.e., adult basic education, early childhood education, parent-child activities, and parent education). Across the selected projects, differences in service delivery models and curriculum materials are of interest, although projects should not be so divergent as to preclude combining sites for overall analysis of Even Start effects.

- Level of implementation. Projects should be fully operational in their provision of services. Staff should be in place, families should be recruited, activities should be underway, and initial start-up problems should have been solved.

- Evidence of transferability. Projects selected for the IDS should have an approach that can be transferred to other sites, rather than an approach that is primarily applicable to one particular location.

- Focus on 3- and 4-year-olds. With a relatively small sample of projects and participants in each project, the IDS will focus on projects that serve a large proportion of 3- and 4-year-olds so that these children can be followed into the public schools within the time frame of this evaluation.

Distributional Criteria

- Geographic dispersion. Projects should represent different regions of the country.

- Urbanicity. Projects should represent both rural and urban areas of the country.

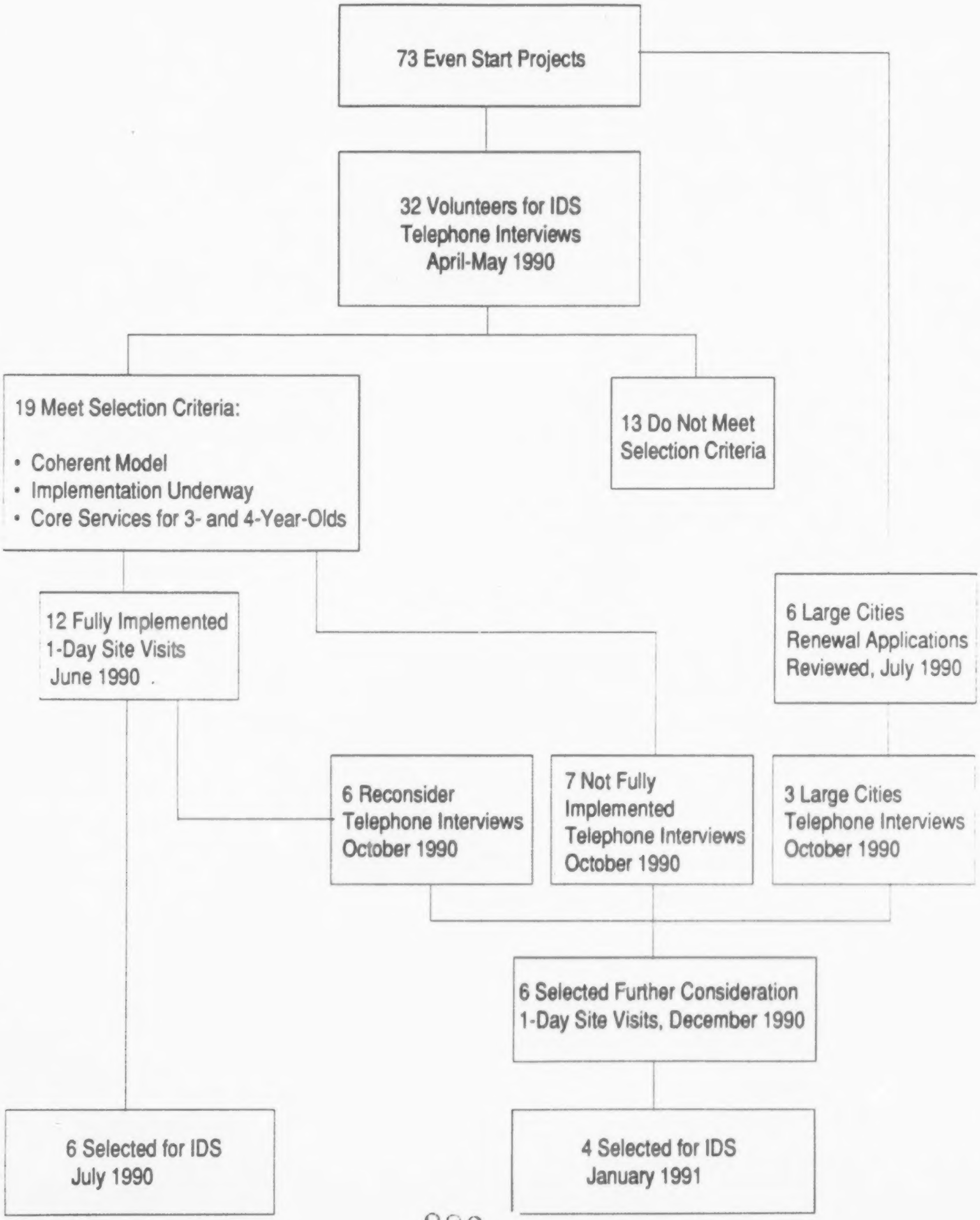
Selection of Projects for the In-Depth Study

Projects were selected using a multi-stage process depicted in Exhibit 1. Consideration for the In-Depth Study was restricted to the first cohort of grantees (i.e., those receiving initial funding in October of 1989).

At the first annual evaluation conference for Even Start grantees, the IDS was described and all projects were invited to participate in the study. Of the 73 projects, 32 volunteered for the IDS. Telephone interviews with Even Start project directors in these sites were conducted by AAI staff during the spring of

Exhibit 1

SELECTION OF EVEN START PROJECTS FOR IDS


73 Even Start Projects
32 Volunteers for IDS Telephone Interviews April-May 1990
19 Meet Selection Criteria:
• Coherent Model
• Implementation Underway
• Core Services for 3- and 4-Year-Olds
13 Do Not Meet Selection Criteria
12 Fully Implemented 1-Day Site Visits June 1990
6 Large Cities Renewal Applications Reviewed, July 1990
6 Reconsider Telephone Interviews October 1990
7 Not Fully Implemented Telephone Interviews October 1990
3 Large Cities Telephone Interviews October 1990
6 Selected Further Consideration 1-Day Site Visits, December 1990
6 Selected for IDS July 1990
4 Selected for IDS January 1991

1990. Interviews lasting between one and two hours obtained information about the nature of program activities in the four core areas of adult literacy, parent education, parent-child activities and early childhood education. In addition, questions were asked about the location of activities (i.e., home-based or center-based), the level of program implementation, program size, and the nature of collaboration with other community agencies. Exhibit 2 summarizes the information obtained from these interviews.

Based on the telephone interviews, 19 of the 32 projects were selected for further consideration. As a group, these projects differed from the other 13 on three key selection criteria: (1) the projects selected had most core program activities underway or beyond the initial planning stages, (2) activities were the same across multiple sites in the community, and (3) core services were offered for families of three- and four-year-olds.

Even among the 19 projects, it was clear that many were still finalizing plans for program operations, and that it was too early to determine whether activities in the planning stages would become fully implemented. However, selecting only those programs that were fully implemented in the spring of 1990 would have ruled out a number of interesting projects, and also would have given greater weight to projects that built upon existing services rather than designed new programs. Thus, it was decided to select the 10 IDS sites in two phases: choose six sites in the summer of 1990 and four sites in the fall of 1990. As illustrated in Exhibit 1, 12 of the 19 projects were considered during Phase I and seven were re-classified for Phase II consideration.

Phase I Selection of Sites. To select the first group of projects, senior AAI staff made one-day site visits to the following 12 projects:

EXHIBIT 2

SUMMARY OF 32 EVEN START PROGRAMS INTERESTED IN IN-DEPTH STUDY

PROGRAM	Adult Literacy	Parenting	Parent-Child Together	Child	Home-based Activities	Model	Implementation	Number Enrolled	Collaboration
Birmingham, AL (U)	Individualized--GED, PALS computer; occupational training; 1 hr., 2 days/week	Group parenting based on Bowdoin program	Parents observe preschool; home visit (H.V.) by preschool teacher	Preschool 2 mornings/week while parents in classes	One hr., once/wk. home visits with activities--model, parents demonstrate next visit	Influenced by PACE; Bowdoin parent ed.; Peabody kits used	Fully operational. H.V. started 12/89; center opened 1/90	37 mothers; 120 children; 20 3's + 4's at center and others go to Head Start	Local housing project, local university, United Way, (staff training) churches
Russellville, AR (R)	Referred to district ABE	Twice/month group meetings	None supervised; parents teach children at home	No separate early childhood	H.V. twice/month where parents role play teaching child	HIPPY	Partial; ABE still in planning	225 families with 4's and 5's	District, JTPA, child care provider
Phoenix, AZ (U)	Literacy Vol. of Am. provide literacy; United Way provides GED and ESL	Parents choose 5 workshops/month	"Read-to-Me" sessions; make books; parents volunteer in preschool; H.V.	Preschool: 4's go 4 times/wk.; 3's go once/wk.	Home visit with teacher and aide, leave puzzle or toy	--	95% - LVA just starting	70 children	LVA and United Way provide adult services; Jewish Family Services and Support Program
Healdsburg, CA (R)	Adult literacy provided by district teachers twice/wk.	Group parent ed.; developed by Social Dev'l. Group Internat.	Work together on activities in learning packets 1st in class, then home	Children's classes still under develop.	--	--	Partial	640 parents; 751 children; few 3's and 4's	Variety district and state org.; varies by site
Fort Collins, CO (R)	GED and ESL in Family Learning Center (trailer) once/wk. 2 hrs.	Speakers, movies, discussions	At-home activities based on family plan	Child care while parents attend parenting	Once/wk. h.v. with entire family based on indiv. education plan	--	First wave, fully operational	13 families	Adult Literacy, Parks and Recreation, Campfire runs summer program, RIF grant university

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EXHIBIT 2

SUMMARY OF 32 EVEN START PROGRAMS INTERESTED IN IN-DEPTH STUDY
(continued)

PROGRAM	Adult Literacy	Parenting	Parent-Child Together	Child	Home-based Activities	Model	Implementation	Number Enrolled	Collaboration
Golden, CO (U)	Adult High School in 8-wk. sessions --ESL, ABE or pre-GED	Learn to read to their children in adult ed./ parenting classes	Home Visits reinforce activities of preschool or kindergarten classroom	Coordinates with 17 language development preschools and Chl preschools; evening child care	Five parent liaisons visit at least twice/ month with toys and activities	Parents as Partners; P. Edwards	Partial--parent liaisons just started	84 families; 226 children; 151 1-7's; 40 3-4's	Advisory committee meets monthly; 9 collab. refer families, hire and train staff
Washington, D.C. (U)	Site A: 5 days/ wk./ 2 hrs./day ABE, reading, selecting books for children	Site A: 1 hr., 3 days/wk.; at-home activities. Site B: Parents of children 1-2 in health clinic, activities for children (puppets); parents of children 4-7 have group parenting	Site A: 2 hrs./ day p/c together; teachers model interactions, learning activities Site B: Parents with children 4-7 meet after school and work on skill areas	No separate child program	None--parents feel they are too intrusive	Kenan project and Dorothy Rich	Partially impl.; some staff and equipment still needed	Site A: 35 parents; 50 children; 13 3's and 4's Site B: 25 parents; 28-36 children; 8 3's and 4's	Health clinic; PUSH, Head Start, Georgetown Univ., World Bank
Crawfordville, FL (R)	Offers GED or ABE; refer to county's ABE; literacy in context of parenting 1 hr. twice/week	Two hrs., twice/ wk.; 1 hr. of literacy and par. info.	One hr., twice/ wk.; stories, writing, puppets; parents read to children at home	Concurrent with adult program. staff = aide, VISTA volunteer; drama, stories, Reading Rainbow videos	--	Literacy Vol. of Am.; Laubach	Partially operational; started Jan./Feb.	39 parents; 51 children	VISTA volunteers provide literacy, referrals from Head Start

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EXHIBIT 2

SUMMARY OF 32 EVEN START PROGRAMS INTERESTED IN IN-DEPTH STUDY
(continued)

PROGRAM	Adult Literacy	Parenting	Parent-Child Together	Child	Home-based Activities	Model	Implementation	Number Enrolled	Collaboration
Fort Lauderdale, FL (U)	H.V. 1½ hrs. once/wk.; literacy and family ed.; families to take classes in GED, ESL or ABE but most not ready yet	Part of H.V.; developing center parenting classes	Children and parents together in home visits	No separate child program	H.V. 1½ hrs. once/week	Nova U. Family Ed.	Partially impl.; H.V. began in April; group parenting not in place yet	120 families; 150 parents; 300 children; 35 3's; 20 4's	Referrals from Head Start, JTPA, WIC; local businesses donate food and supplies
Mt. Vernon, IL (R)	Attend ABE or GED through comm. college	1 night/week in center	Parents encouraged to attend special events with children	Preschool--some sites offer days, others 1 day	One model all home-based; another home and center	--	Partially operational	225 adults; 225 children; 185 3's and 4's	Head Start; Human Services Networking Council; community colleges
Aurora, IL (U)	1½ hrs., twice/wk.; ABE; ESL; GED	1 hr., twice/wk. group discussion; lending library; take-home activities	1 hr., every other wk. at center; supervised play; p/c reading, modeling	Supplements kindergarten--whole language, emergent literacy, "Math Your Way"	On as-needed basis to help through crisis or when miss session	--	Fully impl.	37 families; 15 fathers; 37 5's	Ch's. program taught by district teachers; Ch1, Ch2, Head Start, CC
Wichita, KS (U)	GED and literacy training 4 days/wk.; also budgeting, job skills, computers	Parenting and child development, also topics in adult ed. program	Parents spend time in children's classes	Preschool for 2½-4's adjacent to adult education	Teachers make h.v., but no set schedule or agenda	Loosely Kenan	Partial	20 families; 29 children; (20 3½-5)	Once/month meeting includes LVA, Health Dept., Voc. Ed., Extension
Booneville, KY (R)	Home and center, literacy and GED	Home and center; health issues a priority	At center 4 hrs. on Saturdays and 2 hrs. at home	Work with home visitor	H.V. once/wk. 2 hrs.--parent/child and child alone. Literacy and child dev.	Chapel Hill ECE; Laubach Literacy	Fully operational	31 families; 101 partic.; 39 children	Head Start helps on Saturdays; Univ. Ky. extension, Literacy Council

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EXHIBIT 2

SUMMARY OF 32 EVEN START PROGRAMS INTERESTED IN IN-DEPTH STUDY
(continued)

PROGRAM	Adult Literacy	Parenting	Parent-Child Together	Child	Home-based Activities	Model	Implementation	Number Enrolled	Collaboration
E. Baton Rouge, LA (R)	2-3 times/wk. through district ABE	Group meetings planned	Mobile units - 2 buses outfitted as classroom; teacher with children, aide explains to parent	--	Parents receive packet of activities to reinforce skills from bus	--	Mobile units impl.; adult and parenting just getting underway	177 parents; 200 children; 2½-5 years	Housing authority; community agencies re: parenting sessions
Waterville, ME (R)	Literacy education in context of parenting; also ABE, pre-GED individualized, home-based; minimum 1 hr. twice/week	Through parent-child H.V. stress educ. and appropriate behavior; group meetings once/month	Once/week 2 hrs. models activities for parents at home, links to school	Activities at once/month mtgs. for parents; H.V.	Most activities are home-based	--	Fully operational since November	25 families (waiting list of 15); 52 children; 10 3's; 8 4's	Chl tutors; Head Start; Health Screening; district ABE; food bank; DSS Adv. Council
Minneapolis, MN (U)	GED and ABE at center for intensive program; none in less intensive program	45-90 minutes, 3 days/wk.; group parent ed.	45 minutes of p/c interaction at center --how to work with child at home	ECE classes both formats; some 4-yr.-olds in HIPPY	Less intensive program works with p/c tog.; HIPPY materials and tutoring to parents	Early Prevention of School Failure; ECFE; Kenan; some HIPPY; Laubach	Partially implemented; still planning summer	Intensive: 25 parents; 45 children; 15-20 3-4's; Less inten.: 99 parents; 134 children; 100 3-4's	Community agencies; ECFE; HIPPY; Minnesota ABE
Billings, MT (U)	4-6 hrs./day, 5 days/wk.	Parents choose 1 of 5 workshops per wk.; collab. with LVA and VISTA	Together 1 hr./wk. in workshops; twice/mo. h.v.; parents volunteer in child care	Child care 1 hr./wk. while parents in workshop	Twice mo. h.v. with family, advocate brings toys, books	--	Fully operational; started 12/11/89	38 families; 48 children; 1-7 years	Lit. Vol. Am. an VISTA re: parent ing, p/c; social service agencies

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EXHIBIT 2

SUMMARY OF 32 EVEN START PROGRAMS INTERESTED IN IN-DEPTH STUDY
(continued)

PROGRAM	Adult Literacy	Parenting	Parent-Child Together	Child	Home-based Activities	Model	Implementation	Number Enrolled	Collaboration
Albuquerque, NM (U)	ESL and Spanish language classes --GED, ABE in evenings and Saturdays	Parents as Educators in evenings	Parents and children come to center 9 - noon, rotating basis; storytime, outdoor play	Center for 3-5's; child care while parents attend ESL/GED	One hour, once/wk.; teachers bring kit, model activities, leave activities	--	Just begun after spring vacation	45 families; 30 in center; with 3-5's and 15 in home with 1-3, 5-7	Advisory group of collab. meets regularly--JTPA, Indian Polytechnic, Head Start, Literacy Council
East Syracuse, NY (R)	GED and ABE during h.v.; PALS computer lab; literacy volunteers tutor parents	Coordinated through EPIC once/wk. 2 hrs. in 6-wk. series	Parent-child Connection nights once/mo.	District preschool 4 mornings; 3- and 4-yr.-olds	Twice/month facilitator and graduate student bring books and EPIC info.	Parenting based on EPIC	Fully impl., computer lab just opened	26 families; 33 children; 8 preschool; 12 kndergtn.	Laubach family ctr., EPIC, district, Syracuse Univ.
Raleigh, NC (U)	2½ hrs. twice/wk., mornings or evenings, GED or ABE, individualized	Collaborate with Project Enrichment; once/mo. group sessions on modelling and discussion	Parents visit PreK; parents borrow computers for 2 wk. periods and work with children	PreK for 4-yr.-olds 8:30-3:15; based on Early Prev. School Failure; day care during adult ed.	Project coord. conducts h.v. to help parents with computer and other issues	Project Star adult ed.; EPSF; Josten computers	Fully operational	12 families; 12 4's; 13 adults	Adult ed. by Wake Tech. School; parenting by Project Enrichment; Head Start and JTPA refer
Toledo, OH (U)	1½ hrs., twice/week individual literacy and CAI; use child's school work as literacy session; refer to district ABE/GED	1½ hrs., twice/wk. group parenting info., books for children, child develop., communication	Part of parent group incl. p/c together for observed interaction	2½-3 hrs., twice/wk.; High/Scope curric., 1-5-yr.-olds	Packets to families to do home activities	Components of FOSBA, St. Cloud, MN	Partial--still developing program 5-7-yr.-olds	20 families; 18 children	Toledo nursery, EQ Resource System re: CAI, Reading for Literacy, HS

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EXHIBIT 2

SUMMARY OF 32 EVEN START PROGRAMS INTERESTED IN IN-DEPTH STUDY
(continued)

PROGRAM	Adult Literacy	Parenting	Parent-Child Together	Child	Home-based Activities	Model	Implementation	Number Enrolled	Collaboration
Salem, OR (U)	2½ hrs. literacy training, 3x/wk.	1 hr., 3x/wk.	½-1 hr., 3x/wk. at center	High/Scope preschool 3 days/wk., 3's and 4's	Will do next year	Kenan	No h.v. yet; underenrolled	6 mothers; 8 children	Comm. college involved in dev. Head Start--recruiting
Reading, PA (U)	GED or pre-GED, ABE or ESL while children are in kindergarten; practice at-home activities	Parent group discussion 1½ hrs. 3x/wk.	Joint activities in center 3 days/wk.; activities at home from kit, Activity cards	Kindergarten in morning; 1½-2 hrs.; ES program 3 days/wk.	Hispanic case manager once/wk. home visits	Kenan	Fully operational; started in April/May	25 parents; 28 children	Local library puts on story hour; Inst. for Ad. Ed. Penn. State, JTPA, Chl, Head Start
West Warwick, RI (U)	Trained to use computer; take computers home to work on literacy skills; also indiv. instr. at home; referred ABE, GED, ESL	Monthly classes on nutrition, safety, life skills	Home tutor models behavior with child; computer activities	Once/mo. focus on motor, stories, songs; no special room	Modeling p/c learning activities, introduce new software for computers	Josten Learning Corp.	Partially impl. --parenting and child's classes still in devel. stage; some staff to be hired	22 families; 24 parents; 25-28 Ch3-5	Head Start Letters of Support; variety of comm. agencies
Estill, SC (R)	Adult ed. provided in 4 9-wk. sessions; segment 2 = ABE; segments 3 + 4 = PALS + WRITE TO READ	Segment 1 of parent program = child development and parenting taught by ECE teacher	One day or evening/wk. family activities	Most children attend district day care program	Social worker makes home visits	IBM PALS + WRITE TO READ; Clemson Univ. parent ed.	Operational, but adult ed. will start next Oct.	47 families; 47 mothers + 4 fathers; 125 children; 140 4's; 9 5's	Referrals from local agencies; coordinates with district ECE and parenting

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EXHIBIT 2

SUMMARY OF 32 EVEN START PROGRAMS INTERESTED IN IN-DEPTH STUDY
(continued)

PROGRAM	Adult Literacy	Parenting	Parent-Child Together	Child	Home-based Activities	Model	Implementation	Number Enrolled	Collaboration
Connell, WA (R)	ESL mornings at local church and evenings; 3 hrs., 3x/week	Through home visits	--	Preschool 9-12 5 days/wk.; evening child care	Home visits one hour, once/week at homes in urban area; in fields in rural area	Wash. State ABE/ ESL; individual Bilingual instruction	Started in Feb.; operational although h.v. difficult	50 families; 69 adults; 100 3's and 4's	WIC, district nurse, day care
Seattle, WA (U)	Literacy integrated with parenting; 2 hrs. (day or evening) twice/week	Parenting issues used to teach literacy--co-taught by literacy and parent teachers	1 hr. 2x/wk. parents join children in class; Sat. family activ.	2 hrs., twice/ wk, same time as adults; preschool	--	--	Partially impl.; staff still being hired and program still being planned	50 families enrolled, 25 attend consistently	Advisory Council from Head Start, district, Urban League, Univ. Seattle
Milwaukee, WI (U)	GED and ESL, 6 hrs./day, 5 days/ wk. by 7 community organiz. already providing training	Provided by area technical college family resource; 2 hrs./week	Parents join children's classes every week for joint activities	Preschool by district for 3's and 4's, 5 days/ wk., 6 hrs./day while parents in classes	Books from 2-3 hr. library session read to children at home	Patricia Edward's Parents as Partners in Reading	Program began 1st week of May; ECE classes still getting going	?	Area Tech. College; 7 community org.; public libraries; DHHS

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EXHIBIT 2

SUMMARY OF 32 EVEN START PROGRAMS INTERESTED IN IN-DEPTH STUDY

(continued)

PROGRAM	Adult Literacy	Parenting	Parent-Child Together	Child	Home-based Activities	Model	Implementation	Number Enrolled	Collaboration
Union, SC (R)	Reading to child, literacy materials for parents and newsletter; refer to ABE	Modeling develop. appropriate play	All with parent-child together	No separate child	Two 30-minute H.V. per week	Levenstein's Verbal Interaction Project	H.V. started Jan. 1990; operational except for parents' books	39 mothers; 41 children; 18-30 mos.	Early Ch. Council to meet quarterly.
Seguin, TX (R)	PALS computer literacy; 4-6 hrs./wk. for 20 weeks; ABE, ESL and computer instruction taught by Texas Lutheran College	Parents as Teachers (PAT) for parents of 1-3's monthly grps.; Partners in Educ. (PIE) for parents of 4-7's	PAT has p & C together	No separate child program	PAT h.v.	PAT from Missouri	Fully operational although site for computer lab not complete	290 parents 14-16 PALS 60-80 PIE 25-30 PAT 209 children 20 3's; 20 4's	Texas Lutheran College, Chi Head Start
Bradford, VT (R)	Literacy skills through home visits	H.V. to develop communication and listening skills of parents; also plan parent groups	H.V. with parent and child together re: reading, writing, thinking	Get children into district's preschool program	All activities home-based except preschool	Considering "Reading Recovery," "Women's Way of Knowing" and "Listening Partners"	Partially operational--no parent groups yet	12 families enrolled.	Head Start re: children 5-7; districts' ECE and community ad. ed.
Richmond, VA (U)	Adult education 8:30-2:00 4 days/wk.; classes at Voc. Tech./typing	One hour/week	Parents do activities with children at home from Bowdoin materials	Preschool based on High/Scope	Just beginning--safety issues a concern	Bowdoin Parent Ed., High/Scope ECE and Reading Is Fundamental	No home visits yet	27 parents; (mothers); 32 children	Housing Authority, JTPA, Junior League, Extension services

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Birmingham, Alabama
Phoenix, Arizona
Russellville, Arkansas
Ft. Collins, Colorado
Golden, Colorado
Booneville, Kentucky
Waterville, Maine
Billings, Montana
East Syracuse, New York
Reading, Pennsylvania
Estill, South Carolina
Richmond, Virginia

During these site visits, interviews were conducted with project staff in a variety of roles in order to obtained more detailed information about project activities than was possible in the initial telephone interviews. In addition, the possibility and requirements of random assignment were discussed with project staff.

On the basis of these site visits, six projects were recommended to the Department of Education and approved as In-Depth Study sites. The six sites include: Birmingham, Alabama; Phoenix, Arizona; Golden, Colorado; Waterville, Maine; Reading, Pennsylvania; and Richmond, Virginia. The other six sites were added to the pool to reconsider in Phase II.

Description of Projects Selected in Phase I. The six projects selected in Phase I represent a range of service delivery models, from completely home-based to completely center-based; projects providing all Even Start services to projects coordinating and brokering all services; projects using a case management approach; and projects using commercially-available curriculum materials (e.g, IBM PALS, Bowdoin Parenting) or approaches (e.g., Laubach literacy). In addition, the projects serve a varied group of participants, including rural white families, urban black families, and Hispanic and limited-English-proficient families. A short description of each of the six projects follows.

Birmingham, Alabama offers adult education that includes PALS computer-assisted instruction; home visits with parent-child activities and parent education; and a strong program for children, including a preschool and computers that can be taken home. These integrated activities take place in a well-equipped center that was previously an elementary school in the district. Families are recruited from local housing projects.

Phoenix, Arizona offers a full array of services, including ESL provided by United Way; a range of parenting workshops from which parents choose a minimum of five per month; "Read to Me" sessions twice a week where a parent reads a book to a group of families; weekly home visits for families with three-year-olds; and monthly home visits for families of four-year-olds. During the 1990-91 school year, the program is adding tutoring in literacy skills through Literacy Volunteers of America. Even Start provides and integrates the preschool, home visits, parent-child sessions, and parenting workshops, and refers families to ESL classes.

Golden, Colorado coordinates existing services (e.g., district adult high school for ABE, GED and ESL) and uses a multi-cultural group of parent liaisons to conduct home visits and integrate service delivery for families. Using a case management approach, each parent liaison works with 25 families. In the 1990-91 school year, Even Start children will be enrolled in the district's Language Development Preschool. Although Golden is considered an urban site, the program operates in Jefferson County which covers 77,000 square miles, an expansive area including suburbs of Denver as well as smaller towns.

Waterville, Maine is a primarily home-based program for very low-literate adults. Adult education specialists conduct two

two-hour home visits per week for low-level adults and a two- to three-hour visit for more skilled adults. Parenting is integrated into the literacy training. Parent-child activities are conducted by early childhood specialists trained in the High/Scope curriculum; separate two-hour visits are conducted according to the age of the children (1-4 or 5-7 years of age). Staff meet weekly to discuss families, in a case management approach.

Reading, Pennsylvania offers ABE and ESL at local elementary schools taught by certified teachers from the community college; parenting classes in the schools are reinforced by home visits; and children attend an early childhood program, where parents and children spend time together in PACT time, based on the Kenan model. Even Start is supervised by staff from the community college, and all staff meet weekly to coordinate ABE, parent education and early childhood education.

Richmond, Virginia is an intensive, center-based program operating four days a week from 8:30 to 2:00 at an alternative high school that added an early childhood program for Even Start families. As part of the day, there are reading, math and English classes, Parent and Child Together (PACT) time and parent education; there is also a strong emphasis on reading and writing in all ABE classes. The program looks very similar to the Kenan Family Literacy Project model, and staff attended Kenan training in Louisville during the summer of 1990.

Consideration of Large Cities. After the first round of projects were selected, it was noted that there were not many large urban areas included in the In-Depth Study. Because the problems of poor adult literacy skills and low student achievement are particular concerns in urban areas, and the effectiveness of Even Start would hold particular promise in large cities, it was decided that including large cities in the In-Depth Study deserved further attention.

Exhibit 3 lists the 35 largest cities in the country and indicates which received Even Start grants for the 1989-90 year. Of the 35 cities, only 10 received Even Start grants in the first year. Four of these cities volunteered for the IDS:

- **Phoenix, AZ (Rank= 10)** was selected for the IDS in the first round of sites.
- **Washington, DC (Rank = 17)** was interviewed in the first round of telephone interviews, but was not considered for selection because the project operates very different components at two sites in the district, with little collaboration among staff or program activities.
- **Milwaukee, WI (Rank = 18)** was interviewed in the spring of 1990 and put in the pool for consideration during Phase II.
- **Seattle, WA (Rank = 24)** was interviewed in the spring of 1990, but not recommended because staff were still being hired and program activities still in the initial planning stages.

For the other six cities that received Even Start grants but did not volunteer for the IDS, the Even Start continuation proposals were reviewed to see whether the projects would meet the selection criteria. The results were as follows:

- **New York City, NY (Rank = 1)** is a small program (operating in only one district in the city) that focuses on two-year-olds, so it does not meet the selection criteria that core services are provided to children who are at least three years old.
- **Detroit, MI (Rank = 6)** ran a small summer program during the 1989-90 year, but full project activities had not yet been implemented, nor had all the staff been hired by the start of the 1990-91 year.
- **San Antonio, TX (Rank = 9)** received a grant in collaboration with two other districts; South San Antonio ISD is the fiscal agent. The program, as described in their grant application, focuses on two-year-olds, extending an existing AVANCE program down to a younger population, younger than we wanted to consider in the IDS.
- **Indianapolis, IN (Rank = 14)** operates a program for parents and their three- and four-year-olds based on

EXHIBIT 3

EVEN START GRANTEES AMONG 35 LARGEST U.S. CITIES*

RANK	CITY	GRANTEE 1989-90
1	New York, NY	Yes
2	Los Angeles, CA	-
3	Chicago, IL	-
4	Houston, TX	-
5	Philadelphia, PA	-
6	San Diego, CA	-
7	Detroit, MI	Yes
8	Dallas, TX	-
9	San Antonio, TX	Yes
10	Phoenix, AZ	Yes
11	Baltimore, MD	-
12	San Jose, CA	-
13	San Francisco, CA	-
14	Indianapolis, IN	Yes
15	Memphis, TN	-
16	Jacksonville, FL	-
17	Washington, DC	Yes
18	Milwaukee, WI	Yes
19	Boston, MA	-
20	Columbus, OH	-
21	New Orleans, LA	-
22	Cleveland, OH	-
23	El Paso, TX	-
24	Seattle, WA	Yes
25	Denver, CO	-
26	Nashville, TN	-
27	Austin, TX	-
28	Kansas City, MO	-
29	Oklahoma City, OK	Yes
30	Fort Worth, TX	-
31	Atlanta, GA	-
32	Portland, OR	-
33	Long Beach, CA	-
34	St. Louis, MO	Yes
35	Tucson, AZ	-

*Source: Statistical abstract of the United States 1990: The national data book. (1990). Washington, DC: U.S. Department of Commerce, Bureau of the Census.

the Kenan model of family literacy. On the basis of their renewal application, they were invited to enter the candidate pool and accepted the invitation.

- **Oklahoma City, OK (Rank = 29)** offers ABE and ESL, parent discussion groups and parent-child play groups in a multi-cultural setting. On the basis of their renewal application, they were invited to enter the candidate pool and accepted the invitation.
- **St. Louis, MO (Rank = 34)** met the basic criteria for consideration in the IDS and were asked if they were interested in participating, but staff declined in order to focus their energies on program implementation.

In addition to these large cities, the renewal application of the Even Start project in Prince George's County, Maryland was considered as a school district in a large metropolitan area. Based on their renewal application, the project was invited to enter the candidate pool for Phase II.

Phase II Selection of Sites. In October of 1990, telephone interviews were conducted with 16 projects. This included the six projects visited in June but not selected in Phase I, the seven sites that were not fully implemented last year, and three urban areas. For projects interviewed or visited previously, the interviews asked about project activities and the level of implementation in the second year of operation, to determine whether activities that were partially implemented had been put in place. Interviews with the large cities that had not previously volunteered for the IDS were somewhat longer as AAI staff inquired about activities in each of the core service areas as well as implementation and collaboration. Exhibit 4 summarizes information about these 16 projects.

The same general selection criteria were used as in Phase I; however three criteria were given additional weight:

- choose another rural project (Waterville, Maine is the only rural site among the six projects already selected);

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EXHIBIT 4

CHARACTERISTICS OF EVEN START PROJECTS IN PHASE II OF IDS

PROJECT	URBAN RURAL	CURRICULUM/ MODEL	INTENSITY OF ADULT SERVICES	RANDOM ASSIGNMENT	# OF FAMILIES
Russellville, AR	Rural	HIPPY 4-5 yr olds; refer to ABE	4 hrs/wk HIPPY; ABE unknown	No (tried for local eval.)	226
Ft. Collins, CO	Rural	ABE through comm. college; parent-child at trailer park	Weekly home visits; parent 1-3 hrs/wk;	No (not enough families)	22
Ft. Lauderdale, FL	Urban	Nova University; home visits with help to prepare for ABE	Weekly 1.5 hr home visits; ABE varies	Yes	110
Booneville, KY	Rural	ABE, parent ed, p-c bimonthly Saturday and weekly home visits	Home visit 1.5 hrs/wk; 4 hrs on Sat. twice/month	Willing, may not have pool	44
Indianapolis, IN	Urban	Modified Kenan model; social worker; computers	10 hrs/wk ABE; 1 hr/wk parenting;	Yes	53
E. Baton Rouge, LA	Urban	Adapted buses at housing projects	1 hr parenting; up to 20 hrs ABE	Yes	200
Prince George's County, MD	Urban	CAI; WASACH Basic Skills; home/community teacher; varies by site; no home visits	5 hrs ABE and CAI	Not sure	80
Minneapolis, MN	Urban	ECFE, HIPPY, STEP; 2 different models	6-20 hrs/week, depends on model	Not sure	123
Billings, MT	Urban	Adult and children at same site; home visits; parents as aides; 2-yr followup	12 hrs/wk ABE, 3 hrs parent ed; biweekly parent-child	Not sure	33
Albuquerque, NM	Urban	ABE at center and indiv tutors; home visits; Head Start Parent Ed	4 hrs/wk ABE; 2 hrs/wk ESL	Yes	111
E. Syracuse, NY	Rural	PALS and Write to Read; EPIC parenting	Up to 8 hrs/wk ABE; 2-3 hrs/wk parent ed	No	25
Oklahoma City, OK	Urban	Parent-child play groups; ABE and ESL; Bowdoin and Looking at Life; Family Math	6 hrs/wk ABE or hrs/wk ESL; 2 hrs parent-child	Willing, may not have pool	30
Salem, OR	Urban	Kenan model, using Apple computers	9 hrs/wk ABE; 2 hrs/wk parent ed	No	19
W. Warwick, RI	Urban	Computers at home; parent-child together at library	ABE 2 hrs/wk; GED 4 hrs/wk; weekly home visit	Yes	30
Estill, SC	Rural	PALS; CLemson Parenting; social worker home visitor; sequenced ABE & parenting classes	ABE 2 hrs/wk; parent ed 2 hrs/wk; parent-child 2 hrs/wk; weekly home visits	No	69
Milwaukee, WI	Urban	CBOs provide ABE; parent-child biweekly at library	12 hrs/wk ABE; biweekly parent ed. and parent-child	No	60

- select a project in a large, urban area; and
- maximize the number of projects that could implement a randomized study (an experimental approach was strongly recommended by the Study's Technical Work Group at a meeting held after the Phase I projects were selected).

In light of these criteria and on the basis of the telephone interviews, six projects were selected for further consideration: Fort Lauderdale, Florida; Indianapolis, Indiana; E. Baton Rouge, Louisiana; Billings, Montana; Albuquerque, New Mexico; and Estill, South Carolina. One-day site visits were made by AAI staff to the four projects that had not yet been seen in person (i.e., Fort Lauderdale, Indianapolis, E. Baton Rouge, and Albuquerque). Based on these site visits, four projects were recommended and approved by the Department of Education as sites in the In-Depth Study. Each site is described briefly below.

Indianapolis, Indiana is based on the Kenan Trust Family Literacy Project model. Parents and children come to one of two centers four days a week for three hours, either in the morning or afternoon. While parents are in ABE classes, children are in a preschool based on the High/Scope curriculum. Parents spend 30 minutes a day in the children's classroom working on activities of the child's choice. Apple computers, funded through a grant facilitated by the National Center for Family Literacy, are available for adults and children in one site. Once a week, there are parent groups led by a social worker; each family develops a family plan in collaboration with the social worker, who periodically reviews these goals and helps parents overcome barriers that impede progress.

Billings, Montana offers ABE three hours a day, four days a week. Because attendance at parent-child activities had been low last year, the parenting and parent-child components of this project were completely revised over the summer. Now parents attend parenting workshops 1.5 hours/week and spend another 1.5 hours as aides in their child's classroom. Parent-child activities are supplemented by bimonthly home visits. Most adults will participate for a relatively short duration (three to six months), but staff plan to contact families periodically for two years after they leave the program to check progress on their individual goals.

Albuquerque, New Mexico coordinates with vocational-technical colleges and community-based organizations to provide ABE and ESL classes as well as individual tutoring to a multi-cultural group of parents. The children's program is home-based for younger children (ages 1-3). For children ages 3-5, a center-based preschool is utilizes the Bank Street and High/Scope models, and parents visit their child's classroom at least twice a month. Biweekly parent groups use the "Looking at Life" curriculum developed for Head Start.

Estill, South Carolina provides adult education, parenting and computer-assisted instruction in 9-week segments to families in an isolated rural area. The parenting classes are the first segment, designed to build on parents' concerns about their children first. Staff and families have dinner together one night a week before classes begin. High school students are trained to supervise child care activities while parents attend evening and daytime activities. Home visits by a social worker reinforce developmentally-appropriate activities for children and parent-child activities.

Summary Characteristics of Even Start Projects Selected for IDS

Exhibit 5 arrays key characteristics of the 10 projects selected for the IDS. All of the projects offer or collaborate with other agencies to provide each of the core components of Even Start services: adult basic education, parenting education, parent-child activities and early childhood education. It is important that the projects selected have similarities in services provided, so that the first level of analysis in the IDS can combine data across projects to answer the question,

Exhibit 5

CHARACTERISTICS OF EVEN START PROJECTS SELECTED FOR IDS

PROJECT	URBAN RURAL	POPULATION SERVED	CURRICULUM/ MODEL	INTENSITY OF ADULT SERVICES	RANDOM ASSIGNMENT	NUMBER OF FAMILIES
Birmingham, AL	Urban	Black	PALS computer; parent ed. based on Bowdoin materials; computers for 5-7's; preschool for 3-4's	5 hrs/week of ABE; weekly home visit of 45 minutes	Yes	37
Phoenix, AZ	Urban	Hispanic	Laubach Method for ESL; Literacy Volunteers of Am; preschool for 3's (once/wk) and 4's (4 mornings/week)	4 hrs/week ESL; 15 hrs/mo parenting; 30 min. home visit weekly (3's) or monthly (4's)	Yes	70
Golden, CO	Urban	White(54%)Hisp.(30%) Hmong	P.Edward's Parents as Partners; Lang. dev. preschool; parent liaisons as case managers	20 hrs/wk ABE; biweekly home visits 1-1.5 hrs	Yes	115
Indianapolis, IN	Urban	50% Black, 50% White	Modified Kenan model (4 half-days/wk); social worker; computers	10 hrs/wk ABE and ECE; 1 hr/wk parenting; 1.5 hr/wk parent-child	Yes	53
Waterville, ME	Rural	White	Completely home-based; whole language; children in Head Start	4 hrs/wk ABE and parenting; 2 hrs/wk by age group for parent-child	No	21
Billings, MT	Urban	80% White, 20% Native American	Adults in ABE while children in ECE; home visits; parent workshops; parents as aides in ECE; average 6 mos. in program with 2-yr followup.	12 hrs/wk ABE; 1.5 hrs/wk parent ed; 1.5 hrs/wk as aides in ECE; biweekly home visits	No	33
Albuquerque, NM	Urban	Hispanic, White, Native American	ABE at center and indiv tutors; Head Start Parent Ed; preschool	4 hrs/wk ABE; 3 hrs/wk ESL; 1 hr/wk parent ed.	Yes	111
Reading, PA	Urban	Hispanic	Preschool during ABE; parents and children together (PACT); parent ed. as part of ABE	9 hrs/wk ABE; 1 hr home visit	Yes	44
Estill, SC	Rural	Black	PALS; Clemson Parenting; social worker home visitor; sequenced ABE & parenting	2 hrs/wk ABE, parent ed, parent-child; weekly home visit	No	69
Richmond, VA	Urban	Black	Bowdoin Parenting; High/Scope preschool; PACT time	26 hrs/wk ABE; parenting and parent-child together	Yes	24

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"Overall, did these Even Start projects have an impact on families?".

Among the 10 projects there also is diversity in the nature of service delivery. The curriculum/model column in Exhibit 5 illustrates some of the ways that the projects differ. Variability among the models will enable a second level of analysis to address the question, "Are there types of services that seem to work better than others?".

One way that programs differ is in the configuration of service delivery. For example, the project in Golden, Colorado uses the federal Even Start funds to coordinate existing services within the community; in contrast, the project in Richmond, Virginia provides all of the Even Start services to parents and children at one site. A number of projects collaborate with community colleges to provide adult basic education; others pay adult education teachers with Even Start funds and coordinate with district or community preschool programs for early childhood education.

There also is variation among the projects on the intensity of services. Based on what we have learned about projects during the selection process, the intensity of adult basic education classes seems to fall into three groups, as follows:

- 2-4 hours/week of ABE: Albuquerque, Estill, Phoenix, Waterville;
- 5-10 hours/week of ABE: Birmingham, Indianapolis, Reading;
- More than 10 hours/week of ABE: Billings, Golden, Richmond.

Projects also differ in the provision of home-based activities. The project in Waterville is primarily home-based, while the project in Richmond is completely center-based and the project in Albuquerque is center-based for families of preschool and school-age children. A number of programs that offer home visits do so on a weekly basis (Birmingham, Estill, Reading, Waterville);

others meet with families at home every other week (Billings, Golden), and other projects vary with the frequency of home visits according to the age of the child or need of the families (Indianapolis, Phoenix).

The 10 projects use a variety of commercially-available curriculum materials such as the IBM PALS computer-assisted instruction in adult basic skills, Bowdoin parenting materials, Head Start's "Looking at Life" curriculum, and Patricia Edwards' "Parents as Partners in Reading". In addition, the projects replicate components of well-known approaches or models of literacy programs. For example, the projects in Indianapolis, Richmond and Reading follow, to varying degrees, the Kenan Family Literacy Project's model for intergenerational literacy programs; Phoenix collaborates with Literacy Volunteers of America to provide tutoring in basic skills and the United Way which uses the Laubach method to teach English as a Second Language.

Looking across the 10 projects, they appear to represent strong Even Start models that have the potential to have positive effects on parents and children. On one hand, there are similarities among the projects to enable combining results across sites to increase sample sizes and maximize the likelihood of finding statistically significant program effects. On the other hand, there are variations among programs in service delivery which allow for closer investigations of the Even Start models or components that seem to be most effective. Taken together, the characteristics of the projects offer a rich source of information about the implementation and the effects of the Even Start program.

APPENDIX E

IDS PARENT INTERVIEW

EVEN START IN-DEPTH STUDY: PARENT INTERVIEW

INTRODUCTION

We would like to talk to you about your family and your experiences. We are asking these questions as part of a research project we are doing on the Even Start Project in (COMMUNITY). This interview will last about an hour and fifteen minutes. We are talking to other families like you in the community.

All of the information we are collecting will be held in confidence and will not be given to any other persons or agencies. Any information that would identify you or your household will be known only by the research study and will be destroyed at the end of the study. Results of the study that are made public will be in summary or group form so that individuals cannot be identified.

Your participation is very important to this study. Thank you for agreeing to talk with us.

First, I'd like to get some general information about your family. *(Fill in family information sheet. Verify name of target child).*

Family Name: ______________________________ Phone Number: ___________________

Home Address: _____________________________ Family Code: _ _ _ _ - _ _ _ _ _

____
City State Zip Code

	First name	Last name	Birthdate
Adults:			
a.	______________	______________	__/__/__
b.	______________	______________	__/__/__
c.	______________	______________	__/__/__
d.	______________	______________	__/__/__
e.	______________	______________	__/__/__
Children:			
z.	______________	______________	__/__/__
y.	______________	______________	__/__/__
x.	______________	______________	__/__/__
w.	______________	______________	__/__/__
v.	______________	______________	__/__/__
u.	______________	______________	__/__/__
t.	______________	______________	__/__/__
s.	______________	______________	__/__/__
r.	______________	______________	__/__/__
q.	______________	______________	__/__/__

A. PARENTS AND CHILDREN AT HOME

A1. I'd like to start with some questions about things parents and children might do at home. Here is a list of activities that parents and children sometimes talk about or do together. How often do you or another adult in your household do any of these things with *(child's name)*--daily, once or twice a week, once or twice a month, rarely or never?

		Daily	Once or twice/week	Once or twice/month	Rarely	Never	Child too young
a.	Talk about school activities or things that he/she did during the day	5	4	3	2	1	8
b.	Read a book or story	5	4	3	2	1	8
c.	Talk about a television program your child has watched	5	4	3	2	1	8
d.	Talk about letters, numbers or the meaning of words	5	4	3	2	1	8
e.	Talk with child about his/her problems or fears . .	5	4	3	2	1	8
f.	Talk with child about future plans or goals	5	4	3	2	1	8
g.	Tell or make up stories . . .	5	4	3	2	1	8
h.	Talk with child about expectations for school performance	5	4	3	2	1	8

A2. Here is a list of things families may have in their home. Tell me which ones you have at home.

		Yes	No	N/A Child too Young
a.	Crayons and paper	2	1	8
b.	Scissors	2	1	8
c.	Scotch tape, paste or stapler	2	1	8
d.	Puzzles	2	1	8
e.	Old picture catalogs (like Sears, to read and cut up	2	1	8
f.	Paint or magic marker	2	1	8
g.	Clay or playdough	2	1	8
h.	"Put together" toys like tinker toys, legos or beads for stringing	2	1	8
i.	Hammer and nails with some wood scraps	2	1	8
j.	Yarn, thread and cloth scraps for knitting or sewing	2	1	8
k.	Make-believe toys made of milk cartons, tin cans or egg cartons . .	2	1	8
l.	Plants of his/her own in a pot or garden	2	1	8
m.	A place to hang children's art work	2	1	8

A3. About how many children's books are there in your home that *(child's name)* can look at? *(Do not read responses.)*

None	1
1 or 2 books	2
3 to 9 books	3
10 or more books	4

A4. About how often do you read stories to *(child's name)? (Do not read responses)*

Every day	5
At least 3 times a week	4
Once a week	3
Less than once a week	2
Never	1

A5. Which of the following do you have in your home for *(child's name)* to look at or read?

	Yes	No
Magazines	2	1
Newspapers	2	1
T.V. Guide	2	1
Comic books	2	1
Other reading material such as Bibles or catalogs .	2	1

A6. Now I'm going to read you a list of things children sometimes do at home. How often has your child done these activities in the past month?

		Daily	2-3 times a week	At least once/week	Once or twice	Never	Child Too young
a.	Clean or peel food for a meal . . .	5	4	3	2	1	8
b.	Mix or stir foods . .	5	4	3	2	1	8
c.	Find food on shelves at the grocery store for you	5	4	3	2	1	8
d.	Take the dishes off the table after meals	5	4	3	2	1	8
e.	Put clean clothes into the right drawers or shelves .	5	4	3	2	1	8
f.	Read or pretend to read a book to you or other family member	5	4	3	2	1	8
g.	Draw a picture . . .	5	4	3	2	1	8
h.	Use a pencil, pen or crayon	5	4	3	2	1	8
i.	Wrote or pretended to write his/her name or other words	5	4	3	2	1	8

A7. I'll read you a list of things children learn as they grow up. Tell me which of them you have helped *(child's name)* with in the past month.

		No, Did Not Help	Yes, Helped	Child Too Young
a.	Nursery rhymes or songs	1	2	8
b.	Colors	1	2	8
c.	Shapes, such as circle, squares or triangles	1	2	8
d.	To write his/her name	1	2	8
e.	To remember your address and telephone number	1	2	8
f.	To count things	1	2	8
g.	To recognize numbers in books	1	2	8

A8. On average, how many hours each day during the week does your child spend on the following activities?

		Never	Less than 1 hour	1-2 hours	3-4 hours	More than 5 hours
a.	Playing with other children his/her age (outside of school) . .	1	2	3	4	5
b.	Talking, working, playing with adults (not including school)	1	2	3	4	5
c.	Watching television alone or with with other children (that is, no adults present)	1	2	3	4	5
d.	Reading or looking at books with an adult	1	2	3	4	5
e.	Reading or looking at books with an older brother or sister	1	2	3	4	5
f.	Reading or looking at books with a younger brother or sister.	1	2	3	4	5

A9. Families sometimes have rules about children's behaviors and activities. How well does each of the following statements describe your family--not at all like our family, somewhat like our family or very much like our family.

In our family, we have rules about:

	Very much like family	Somewhat like family	Not at all like family
a. Amount of television children watch	3	2	1
b. Type of television programs children watch	3	2	1
c. Children doing or helping with household chores	3	2	1
d. What time child must be home	3	2	1
e. What time child must be in bed	3	2	1
f. Sitting down together at mealtimes	3	2	1
g. Behavior during mealtimes	3	2	1

A10. How well do you think *(child's name)* will do in school? *(Read response choices to parent.)*

Very well	5
Well	4
About average	3
Poorly	2
Very poorly	1
Don't know	8

A11. How likely to you think it is that *(child's name)* will graduate from high school? *(Read response choices to parent.)*

Very likely to graduate from high school .	4 *(go to A12)*
Somewhat likely	3 *(go to A12)*
Not very likely to graduate	2 *(skip to A13)*
Probably will not graduate from high school	1 *(skip to A13)*

A12. What is the highest you think *(child's name)* will get in school?

		Yes	No
a.	Do you think *(child's name)* will graduate from high school but won't go any further in school	2	1
b.	Do you think *(child's name)* will go to vocational trade or business school after high school	2	1
c.	Do you think *(child's name)* will graduate from college	2	1
d.	Do you think *(child's name)*will attend graduate school after college (for example to become a doctor or lawyer)? . . .	2	1

A13. Now, I'd like to ask you about things you may do at home. Here is a list of some things that people may write. As I read the list, please tell me how often you write these things at home--not at all, sometimes (that is, once or twice a week), or regularly (that is, almost every day).

		Not at all	Sometimes (Once or twice a week)	Regularly (Almost Every day)
a.	Checks	1	2	3
b.	Notes or memos	1	2	3
c.	Recipes	1	2	3
d.	Forms or applications	1	2	3
e.	Dates on a calendar	1	2	3
f.	Letters	1	2	3
g.	Stories or poems	1	2	3
h.	Greeting cards	1	2	3
i.	Crossword puzzles	1	2	3
j.	Grocery lists	1	2	3
k.	Journal or diary	1	2	3

A14. Here is a list of some things that people may read. As I read the list, please tell me how often you read these things at home--not at all, sometimes (that is, once or twice a week), or regularly (that is, almost every day).

		Not at all	Sometimes (Once or twice a week)	Regularly (Almost Every day)
a.	Junk mail	1	2	3
b.	Letters, bills	1	2	3
c.	Coupons	1	2	3
d.	Labels on food	1	2	3
e.	Cooking recipes	1	2	3
f.	Religious materials	1	2	3
g.	Instructions	1	2	3
h.	Street signs	1	2	3
i.	Newspapers	1	2	3
j.	Notes from teacher or school	1	2	3
k.	T.V. Guide or other television listing	1	2	3
l.	Magazines	1	2	3
m.	Books	1	2	3

PARENT AS A TEACHER

(Adapted from Strom, 1984)

A15. Here are some statements on feelings about your child. I will read each statement and then I want you to tell me if you **agree strongly, agree somewhat, disagree somewhat, or disagree strongly**. Think of *(child's name)* when answering. Here is one for practice. I'll read the statement:

All children need hugs sometimes.

Do you **agree strongly, agree somewhat, disagree somewhat, or disagree strongly** with that statement? OK. Let's go on with the rest of the statements.

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Ref/ DK
1.	Much of my child's learning will take place before (he/she) enters school	4	3	2	1	8
2.	I get tired of all the questions my child asks	4	3	2	1	8
3.	My child should be able to make noise during play	4	3	2	1	8
4.	My child needs to play with me	4	3	2	1	8
5.	I like my child to make up his/ her own stories	4	3	2	1	8
6.	It gets on my nerves when my child keeps asking me to watch him/her play	4	3	2	1	8
7.	Playing with my child makes me feel restless	4	3	2	1	8
8.	It is hard for me to tell when my child has learned something	4	3	2	1	8
9.	When my child doesn't know an answer, I ask the child to guess	4	3	2	1	8
10.	I get tired of all the fears that my child talks about	4	3	2	1	8

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	REF/ DK
11.	If I spend a lot of time playing with my child, he/she will disobey me more often	4	3	2	1	8
12.	It is all right for my child to have a make-believe friend	4	3	2	1	8
13.	I want my child to play both with toys made for boys and toys made for girls	4	3	2	1	8
14.	My child bothers me with questions when I am busy	4	3	2	1	8
15.	It is difficult for me to think of things to say to my child during play	4	3	2	1	8
16.	When my child plays with toys, the pretending seems foolish	4	3	2	1	8
17.	Playing with my child improves the child's behavior	4	3	2	1	8
18.	It's all right for my child to get dirty while at play	4	3	2	1	8
19.	It's okay for my child to interrupt me when we play	4	3	2	1	8
20.	More of my child's learning at this age takes place by watching people and things rather than by being told	4	3	2	1	8
21.	It is all right for my child to spend a lot of time playing alone	4	3	2	1	8
22.	While at play my child can take out as many toys as he/she wishes	4	3	2	1	8
23.	It is difficult for me to stay interested when playing with my child	4	3	2	1	8

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	REF/ DK
24.	I scold my child when he/she doesn't learn	4	3	2	1	8
25.	My child wants to play too long at one time	4	3	2	1	8
26.	I imitate my child's speech when we play so that the child understands	4	3	2	1	8
27.	My child learns by playing with other children	4	3	2	1	8
28.	If we play whenever my child wants to, not much learning will take place	4	3	2	1	8
29.	My child's education is the responsibility of our family	4	3	2	1	8
30.	I really like to teach my child something new	4	3	2	1	8
31.	There are things that I can do that will help my child learn to read	4	3	2	1	8

B. COMMUNITY CONTEXT AND INVOLVEMENT

B1. Now I'd like to ask you about your neighborhood and community. Which of the following are available within your community? For each, tell me if they are available and if you can get to them.

	Yes Available	Yes, but cannot get to them	Not Available
a. Other children for your child(ren) to play with	1	2	3
b. Park, playground or yard where your child(ren) can play	1	2	3
c. Family restaurant such as McDonalds	1	2	3
d. Library	1	2	3
e. Grocery store	1	2	3
f. Clinic/hospital	1	2	3
g. Church, temple, or mosque	1	2	3
h. Family, friends or relative	1	2	3

Now I'm going to describe some activities that parents and children may do together. For each activity, please tell me how often you and your family have done this in the past four weeks: not at all, once or twice, about once a week, several times a week or almost every day. I'll repeat the list, if you'd like, as we go along.

B2. In the past four weeks, how often have you and your child(ren)...

	Not at all	Once or twice	About Once a week	Several times a week	Almost every day
a. Gone to a park or playground	1	2	3	4	5
b. Gone to a restaurant	1	2	3	4	5
c. Gone to a library	1	2	3	4	5
d. Gone to religious service or other event at church, temple, or mosque	1	2	3	4	5

	Not at all	Once or twice	About Once a week	Several times a week	Almost every day
e. Gone to a grocery store	1	2	3	4	5
f. Visited a family friend or relative	1	2	3	4	5
g. Clinic or hospital	1	2	3	4	5

B3. How concerned are you about the following things in your neighborhood?

	Not Concerned	Somewhat Concerned	Extremely Concerned
a. Bodily injury or personal attack	1	2	3
b. Illegal drug use	1	2	3
c. Noise	1	2	3
d. Traffic	1	2	3
e. Theft of personal belongings	1	2	3
f. Vandalism or destruction of property	1	2	3
g. Health or safety issues in your home such as lead paint, exposed wires, fire hazards	1	2	3

These next questions are about the schools in your neighborhood.

B4. Did any of your children attend preschool or nursery school last year?

Yes . . . . 1 *(go to B4a)*
No . . . . 2 *(skip to B5)*

B4a. During the past school year, how often have you or another adult in your household gone to your child's preschool for any of the following activities--never, once or twice, or three times or more?

	Never	1 or 2 times	3 or more times
a. Conference with teacher	1	2	3
b. Conference with director or principal	1	2	3
c. Informal talk with teacher, director, or principal	1	2	3
d. Observe classroom activities	1	2	3
e. Volunteered for school projects or trips	1	2	3
f. Attend school event in which your child participated, such as a play, art show, or party	1	2	3

B4b. During the past school year, how often have you or some other adult in your household participated in any of the following activities at your child's preschool: never, once or twice, or three times or more?

	Never	1 or 2 times	3 or more times
a. Parent-teacher organization such as PTA	1	2	3
b. Parent advisory committee	1	2	3
c. Preschool fundraising activities	1	2	3
d. Volunteer in school office, cafeteria or library	1	2	3
e. Volunteer in child's classroom	1	2	3

f. Serve on preschool's governing board or committee	1	2	3

B5. Were any of your children in elementary school last year?

Yes . . . . 1 *(go to B5a)*
No . . . . 2 *(skip to C1)*

B5a. During the past school year, how often have you or some other adult in your household gone to your child's elementary school for any of the following activities--never, once or twice, or three times or more?

	Never	1 or 2 times	3 or more times
a. Conference with teacher	1	2	3
b. Conference with principal	1	2	3
c. Informal talk with teacher or principal	1	2	3
d. Observe classroom activities	1	2	3
e. Meeting with school counselor	1	2	3
f. Volunteered for school projects or trips	1	2	3
g. Attend school event in which your child participated, such as play, sporting event, or concert	1	2	3
h. Attend school event in which your child did not participate	1	2	3

B5b. During this school year, how often have you or some other adult in your household participated in any of the following activities at your child's elementary school--never, once or twice, or three times or more?

	Never	1 or 2 times	3 or more times
a. Parent-teacher organization such as PTA . . .	1	2	3
b. Parent advisory committee	1	2	3
c. School fundraising activities	1	2	3
d. Volunteer in school office, cafeteria or library	1	2	3
e. Volunteer in child's classroom	1	2	3
f. Serve on school governing board or committee	1	2	3
g. Afterschool programs such as crafts or music	1	2	3

C. EDUCATIONAL AND SOCIAL SERVICES

These next questions are about the educational and social services in which you may have participated.

C1. For each of the activities, please tell me whether you have ever participated before this year. *(At posttest, ask about during this year)*

		Yes	No
a.	Welfare services	2	1
b.	Employment training, such as through JTPA or the JOBS program	2	1
c.	Vocational education	2	1
d.	Vocational rehabilitation	2	1
e.	Adult basic education	2	1
f.	GED preparation	2	1
g.	ESL classes	2	1
h.	Parent education classes	2	1
i.	Parent support groups	2	1
j.	Other support groups (such as Alcoholics Anonymous, drug abuse or domestic violence groups)	2	1
k.	Other clubs and organizations	2	1
l.	Educational activities for parents and children together (such as at a library or school)	2	1
m.	Other program-sponsored family activities such as pot-luck suppers or field trips	2	1

C2. When you have participated in any of these services or activities, have you received any of the following:

	Yes	No
a. transportation	2	1
b. child care or babysitting	2	1
c. health care	2	1
d. meals	2	1
e. assistance dealing with government agencies	2	1
f. counseling	2	1
g. referrals for screening or treatment for chemical dependency	2	1
h. translators	2	1
i. stipends or payments to attend	2	1

C3. In general, how satisfied are you with the services in which you have participated during the past year?

Not at all satisfied	1
Somewhat satisfied	2
Very satisfied	3

C4. Are there other services or activities that you would like to participate in but have not?

Yes	1
No	2

If yes, what types of services or activities are they and what are the reasons you have not been able to participate in the services? *[RECORD VERBATIM]*

D. PERSONAL SKILLS

D1. Now, I'd like to ask you some questions about how you feel as a parent. I'm going to read you some statements about parents and children. You will probably agree with some and disagree with others. As I read each statement, tell me whether you strongly agree with it, agree somewhat, disagree somewhat or strongly disagree.

Perception of Parental Efficacy Scale
(Luster, 1985)

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	REF/ DK
1.	The way children turn out has little to do with how their parents raise them	4	3	2	1	8
2.	I am a more competent parent than most other parents I know	4	3	2	1	8
3.	When my child is in school, his/her behavior will probably be influenced more by his/her friends than by my expectations	4	3	2	1	8
4.	I believe that the way I treat other people will greatly influence the way in which my child behaves towards others	4	3	2	1	8
5.	After my child is in school for a while, his/her teachers will probably influence his/her thinking more than I will	4	3	2	1	8
6.	Successfully rearing a child has much to do with luck	4	3	2	1	8
7.	I worry that some of the people who live in my neighborhood could be a bad influence on my child	4	3	2	1	8

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	REF/ DK
8.	There is not very much that a parent can do to influence the development of her child's intellectual abilities before the child's second birthday	4	3	2	1	8
9.	If my child mixes with bad company in school, I will have a difficult time keeping him/her out of trouble	4	3	2	1	8
10.	I am concerned that ideas and values contrary to my own will be adopted by my child after he/she is in school for a while	4	3	2	1	8
11.	I am more confident about my parenting skills than most other mothers I know	4	3	2	1	8
12.	I am concerned that the examples set by some of the other children in my neighborhood will be a bad influence on my child as he/she grows older	4	3	2	1	8

D2. Here are some statements about attitudes or feelings people often have. Tell me how much you agree or disagree with each one of them--strongly agree, agree somewhat, disagree somewhat or disagree strongly.

Pearlin Mastery Scale
(Pearlin & Schooler, 1978)

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	REF/ DK
1.	There is really no way I can solve some of the problems I have.	4	3	2	1	8
2.	Sometimes I feel that I'm being pushed around in life.	4	3	2	1	8
3.	I have little control over the things that happen to me	4	3	2	1	8
4.	I can do just about anything I really set my mind to do.	4	3	2	1	8

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	REF/ DK
5.	I often feel helpless in dealing with the problems of life	4	3	2	1	8
6.	What happens to me in the future depends mostly on me.	4	3	2	1	8
7.	There is little I can do to change many of the important. . . . . things in my life	4	3	2	1	8

CES-D
(Radloff, 1977)

D3. Now I'm going to read you a list of ways you might have felt or behaved. Please tell me how often you have felt this way during the past week.

		Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occassionally or a moderate amount of time (3-4 days)	Most or or all of the time (5-7 days)
1.	I was bothered by things that usually don't bother me	1	2	3	4
2.	I did not feel like eating--my appetite was poor	1	2	3	4
3.	I felt that I could not shake off the blues even with help from my family or friends	1	2	3	4
4.	I felt that I was just as good as other people	1	2	3	4
5.	I had trouble keeping my mind on what I was doing	1	2	3	4
6.	I felt depressed	1	2	3	4
7.	I felt that everything I did was an effort	1	2	3	4
8.	I felt hopeful about the future	1	2	3	4

		Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occassionally or a moderate amount of time (3-4 days)	Most or or all of the time (5-7 days)
9.	I thought my life had been a failure	1	2	3	4
10.	I felt fearful	1	2	3	4
11.	My sleep was restless	1	2	3	4
12.	I was happy	1	2	3	4
13.	I talked less than usual	1	2	3	4
14.	I felt lonely	1	2	3	4
15.	People were unfriendly	1	2	3	4
16.	I enjoyed life	1	2	3	4
17.	I had crying spells	1	2	3	4
18.	I felt sad	1	2	3	4
19.	I felt that people dislike me	1	2	3	4
20.	I could not get going	1	2	3	4

E. DEMOGRAPHIC INFORMATION

Now I'd like to ask you some questions about yourself and the other members of your family. *Let's start with you.*

E1. What is your date of birth?

______ Month ______ Day ______ Year

E2. *Mark person's gender.*

female	1
male	2

E3. I am going to read you a list of racial and ethnic categories. Tell me which of these you consider yourself to be. *(Read only category headings and probe for specific answers.)*

a. Asian or Pacific Islander	
Chinese	1
Japanese	2
Filipino	3
Hawaiian	4
Korean	5
Vietnamese	6
Asian Indian	7
Samoan	8
Guamanian	9
Other Asian or Pacific Islander	10
b. Black	11
c. White	12
d. American Indian or Alaskan native Specify tribe:______________________	13
e. Other. Specify:______________________	14

E4. Are you of Hispanic origin?

Yes	1 *(go to E4a)*
No	2 *(skip to E5)*

E4a. Which of the following best describes you?

Mexican, Mexican-American, Chicano	1
Puerto Rican	2
Cuban	3
Other Spanish/Hispanic. Specify:____________________	4

E5. Is English your primary language?

Yes	1 *(skip to E12)*
No	2 *(continue with E6-E11)*

E6. What is your primary language?

a.	Spanish	1
b.	Southeast Asian language (Vietnamese, Cambodian, Khmer, Lao etc.)	2
c.	Native American language	3
d.	Asian language (Chinese, Japanese, Korean, Filipino, etc.)	4
e.	European language (French, Italian, Greek, Polish, Portugese, etc.)	5
f.	Other. Specify: ____________________	6

E7. How often is English spoken to your child at home? *(Read options & circle one)*

Always	1
Most of the time	2
Some of the time	3
Hardly ever	4
Never	5

E8. How well do you understand English? *(Read options & circle one)*

Not at all	1
Somewhat	2
Very well	3

E9. How well do you speak English?

Not at all	1
Somewhat	2
Very well	3

E10. How well do you read English?

Not at all	1
Somewhat	2
Very well	3

E11. If you read to your child, what language do you use?

Primary language	1
English	2
Other. Specify____________________	3
N/A do not read	8

E12. Now I'd like to ask you about your education and work. What is the highest grade you completed in school?

No formal schooling	1
Grade 1	2
Grade 2	3
Grade 3	4
Grade 4	5
Grade 5	6
Grade 6	7
Grade 7	8
Grade 8	9
Grade 9	10
Grade 10	11
Grade 11	12
Grade 12	13
Postsecondary technical or trade school	14
1 year of college	15
2 years of college	16
3 years of college	17
4 years of college	18
Graduate school	19

E13. Do you have any certificates, diplomas or degrees? *(Circle all that apply)*

	Yes	No
GED certificate	1	2
High school diploma	1	2
A trade license or certificate	1	2
A business school diploma	1	2
Associate's degree	1	2
Bachelor's degree	1	2
Graduate degree	1	2

E14. Was most of your formal education outside of the U.S.A?

Yes	1
No	2
N/A (no formal education)	8

E15. Are you currently employed either full-time (that is, 35 hours or more) or part-time?

No	1 *(Go to E15c)*
Yes, full time	2 *(Go to E15a)*
Yes, part time	3 *(Go to E15a)*

E15a. How many months in a row have you been employed?

Less than 6 months	1
6 to 12 months	2
12 months or more	3

E15b. How would you describe your present job? If you have more than one job, describe the one you consider to be your main job. *(Record verbatim and enter job code)*

______________________________ Job description

_______________________ Job code

E15c. How many months in a row have you been unemployed?

Less than 6 months	1
6 to 12 months	2
12 months or more	3

E16. Have you ever been identified as disabled?

Yes	1 *(continue)*
No	2 *(go to E17)*

E16a. Has this identification been made by a school district or someone else?

School district	1
Self-report	2
Other. Specify:____________________	3

E16b. Do you receive SSI disability pay?

Yes	1
No	2

Now I'd like to ask you some information about other adults in your household.

E17. Which of these phrases best describes your family?

Single parent with child(ren)	1
Couple with child(ren)	2
Extended family (including other adults)	3
Other (specify:)________________________	4

E18. How many adults, 18 years of age or older, including yourself, live in your household?

1 2 3 4 5 6 7 (or more)

E19. How many people ages 16-18 live in your household?

0 1 2 3 4 5 6 7 (or more) (if 0 skip to E21)

E20. Of those 16-18 years old, how many are no longer in high school?

1 2 3 4 5 6 7 8 9 10 (or more)

E21. How are these adults related to you?

	Yes	No	Number
Spouse or partner	1	2	______
Parents	1	2	______
Spouse/partners parents	1	2	______
Children or step-children	1	2	______
Other relatives	1	2	______
Others who are not related	1	2	______

I'd like to ask a few questions about each of these adults. Let's start with...*(Start with spouse/partner & move down list for all present in household).*

E22. *(Mark gender or ask if not sure)*

Female	1
Male	2

E23. What is his/her date of birth?

______ Month ______ Day ______ Year

E24. What is his/her race? *(Read only category headings and probe for specific answers)*

a. Asian or Pacific Islander	
Chinese	1
Japanese	2
Filipino	3
Hawaiian	4
Korean	5
Vietnamese	6
Asian Indian	7
Samoan	8
Guamanian	9
Other Asian or Pacific Islander	10
b. Black	11
c. White	12

d. American Indian or Alaskan native Specify tribe:______________________ . .	13
e. Other. Specify:______________________	14

E25. Is he/she of Hispanic origin?

Yes	1 *(continue)*
No	2 *(go to E26)*

E25a. Which of the following best describes him/her?

Mexican, Mexican-American, Chicano	1
Puerto Rican	2
Cuban	3
Other Spanish/Hispanic. Specify: __________	4

E26. Is English his/her primary language?

Yes	1 *(go to E32)*
No	2 *(continue)*

E27. What is his/her primary language?

a.	Spanish	1
b.	Southeast Asian language (Vietnamese, Cambodian, Khmer, Lao etc.)	2
c.	Native American language	3
d.	Asian language (Chinese Japanese, Korean, Filipino etc.)	4
e.	European language (French,Italian, Greek, Polish, Portugese, etc.)	5
f.	Other. Specify: ______________________ . . .	6

E28. How well does he/she understand English? *(Read options and circle one)*

Not at all	1
Somewhat	2
Very well	3

E29. How well does he/she speak English?

Not at all	1
Somewhat	2
Very well	3

E30. How well does he/she read English?

Not at all	1
Somewhat	2
Very well	3

E31. If he/she reads to your child, what language does he/she use?

Primary	1
English	2
Other. Specify________________________	3
N/A Does not read	8

E32. What is the highest grade he/she completed in school?

No formal schooling	1
Grade 1	2
Grade 2	3
Grade 3	4
Grade 4	5
Grade 5	6
Grade 6	7
Grade 7	8
Grade 8	9
Grade 9	10
Grade 10	11
Grade 11	12
Grade 12	13
Post secondary technical or trade school	14
1 year of college	15
2 years of college	16
3 years of college	17
4 years of college	18
Graduate school	19

E33. Does he/she have any certificates, diploma or degrees? *(circle all that apply)*

	Yes	No
GED certificate	1	2
High school diploma	1	2
A trade license or certificate	1	2
A business school diploma	1	2
Associate's degree	1	2
Bachelor's degree	1	2
Graduate degree	1	2

E34. Was most of his/her formal education outside of the USA?

Yes	1
No	2
N/A (no formal education)	8

E35. Is he/she currently employed either full-time (that is, 35 hours or more) or part-time?

No	0 *(go to E35c)*
Yes, full time	1 *(go to E35a)*
Yes, part time	2 *(go to E35a)*

E35a. How many months in a row has he/she been employed?

Less than 6 months	1
6 to 12 months	2
12 months or more	3

E35b. How would you describe his/her present job? If he/she has more than one job, describe the one he/she considers to be his/her main job. *(Record verbatim and enter job code)*

______________________________ Job description

______________________ Job code

E35c. How many months in a row has he/she been unemployed?

Less than 6 months	1
6 to 12 months	2
12 mnoths or more	3

E36. Has he/she ever been identified as disabled?

Yes	1	*(continue)*
No	2	*(go to E37)*

E36a. Has this identification been made by a school district or someone else?

School district	1
Self-report	2
Other. Specify:____________________	3

E36b. Does he/she receive SSI disability pay?

Yes	1
No	2

(If there are additional adults, use additional copies of questions E22-36 to complete demographic information.)

Now I'd like to ask you questions about the children in your family.

E37. How many children less than 16 years of age live in your household?

0 1 2 3 4 5 6 7 8 9 (or more)

E37a. How many of the children are less than one year of age?

0 1 2 3 (or more)

E37b. How many of the children are ages 1 through 7 *(less than 8 years old)?*

0 1 2 3 4 5 6 7 (or more)

E37c. How many children are ages 8 to 16?

0 1 2 3 4 5 6 7 (or more)

I'd like to ask you questions about the children in your household who are up to 7 years old *(E37a & E37b above)*. Let's start with the youngest child.

E38. What is your relationship to this child?

Parent	1
Step-parent	2
Grandparent	3
Other relative	4
Other. Specify_______	5

E39. Is that child male or female?

Female	1
Male	2

E40. What is his/her date of birth?

_____ _____ _____
Month Day Year

E41. What is his/her race? *(Read only category headings and probe for specific answer.)*

a. Asian or Pacific Islander	
Chinese	1
Japanese	2
Filipino	3
Hawaiian	4
Korean	5
Vietnamese	6
Asian Indian	7
Samoan	8
Guamanian	9
Other Asian or Pacific Islander	10
b. Black	11
c. White	12
d. American Indian or Alaskan native Specify tribe:________________________	13
e. Other. Specify:________________________	14

E42. Is he/she of Hispanic origin?

Yes	1	*(continue)*
No	2	*(skip to E43)*

E42a. If yes, which of the following best describes him/her?

Mexican, Mexican-American, Chicano	1
Puerto Rican	2
Cuban	3
Other Spanish/Hispanic. Specify: __________	4

E43. What formal educational experiences has *(child's name)* had prior to this year? *(Read list)*

	Yes	No
Head start	1	2
Nursery school, preschool or other early childhood program	1	2
Public kindergarten	1	2

E44. What formal educational experiences is *(child's name)* receiving now?

	Yes	No
Head start	1	2
Nursery school, preschool or other early childhood program	1	2
Public kindergarten	1	2

E45. Has he/she ever been identified as having special needs?

Yes	1	*(continue with E45a)*
No	2	*(go to E46)*

E45a. What special needs have been identified? *(Read List)*

		Yes	No
a.	Visual handicap	1	2
b.	Hearing problem	1	2
c.	Deafness	1	2
d.	Othopedic problem	1	2
e.	Other physical disability	1	2
f.	Specific learning problem	1	2
g.	Emotional problem	1	2
h.	Mental retardation	1	2
i.	Other. Specify: ____________________	1	2

E45b. Has this special needs been identified by the school district or someone else?

School district	1
Parent report	2
Other. Specify ________________________	3

E46. Is this child's primary language English?

Yes	1	*(go to E47)*
No	2	*(continue)*

E46a. What is his/her primary language?

a.	Spanish	1
b.	Southeast Asian language (Vietnamese, Cambodian, Khmer, Lao etc.)	2
c.	Native American language	3
d.	Asian language (Chinese, Japanese, Korean, Filipino etc.)	4
e.	European language (French,Italian, Greek, Polish, Portugese, etc.)	5
f.	Other. Specify: __________________	6

E47. Is there another child younger than 7 in your family?

Yes	1
No	2

[If no other children, continue with Section F. If yes, use additional copies of questions E38-47 for all other additional children ages 7 and under.]

F. FAMILY SUPPORT AND RESOURCES

Now I'd like to ask you some other questions about your home and family.

F1. Do you live in a house, an apartment or some other place? *(circle one)*

House	1
Apartment	2
Trailer park	3
Shelter	4
Other________________	5

F2. How long have you lived there?

_______ months *(If > 12 months, skip to F4)*

F3. In the last *(6 months/12 months)*, how many times have you moved?

_______ times moved

F4. In the last year, have you ever been homeless?

Yes, currently homeless	1 *(continue)*
Yes, homeless during the last year	2 *(continue)*
No	3 *(skip to F6)*

F5. About how many weeks were you/have you been homeless?

______ weeks

F6. What is the primary source of financial support for your family?
(Read phrases and circle number that best describes the family):

job wages	1
alimony and child support	2
government assistance	3
other (specify:________________)	4

F7. What was your annual income last year? Would you say it was:

under $5,000	1
$5,000 - $10,000	2
$10,000 - $15,000	3
$15,000 - $20,000	4
$20,000 - $25,000	5
more than $25,000	6

FAMILY RESOURCE SCALE

(Adapted from Leet & Dunst, 1988)

F8. I'm going to read you a list of resources available to you and your family such as time, money and household items. For each, I'd like you to tell me if these resources are not at all adequate, seldom adequate, sometimes adequate, usually adequate or almost always adequate. I'll repeat these categories as we go along if you'd like.

To what extent are the following resources adequate for your family:	Not at all adequate	Seldom Adequate	Sometimes adequate	Usually adequate	Almost always adequate	Does not apply
1. Food for 2 meals a day	1	2	3	4	5	8
2. House or apartment	1	2	3	4	5	8
3. Furniture for your home or apartment . . .	1	2	3	4	5	8
4. Enough clothes for your family	1	2	3	4	5	8
5. Heat for your house or apartment	1	2	3	4	5	8
6. Indoor plumbing/water	1	2	3	4	5	8
7. Public assistance such as SSI, AFDC, Medicaid, etc.	1	2	3	4	5	8
8. Money to pay monthly bills	1	2	3	4	5	8
9. Money to buy things for yourself	1	2	3	4	5	8
10. Money to save	1	2	3	4	5	8
11. Money for family entertainment	1	2	3	4	5	8
12. Dependable transportation, either your own car or other transportation	1	2	3	4	5	8
13. Telephone or access to a phone	1	2	3	4	5	8

To what extent are the following resources adequate for your family:	Not at all adequate	Seldom Adequate	Some-times adequate	Usually adequate	Almost always adequate	Does not apply
14. Time to get enough sleep/rest	1	2	3	4	5	8
15. Time to be by yourself	1	2	3	4	5	8
16. Time for the whole family to be together . . .	1	2	3	4	5	8
17. Time to be with your child(ren)	1	2	3	4	5	8
18. Time to be alone with your spouse or partner	1	2	3	4	5	8
19. Time to be with your friends	1	2	3	4	5	8
20. Medical care for your family	1	2	3	4	5	8
21. Babysitting or daycare for your child(ren) . . .	1	2	3	4	5	8
22. Toys for your child(ren)	1	2	3	4	5	8
23. Dental care for your family	1	2	3	4	5	8
24. Someone to talk to about things that worry you	1	2	3	4	5	8
25. Time to keep in shape and look nice	1	2	3	4	5	8

F9. This next list is about ways that people may have helped you. I'd like you to tell me how often these activities happened to you in the past four weeks: not at all, once or twice, about once a week, several times a week, or almost every day.

INVENTORY OF SOCIALLY SUPPORTIVE BEHAVIORS
(Barrera, 1981)

	Not at all	Once or twice	Once/ week	Several times a week	Almost every day
1. Looked after a family member when you were away.	1	2	3	4	5
2. Was right there with you (physically) in a stressful situation.	1	2	3	4	5
3. Provided you with a place where you could get away for awhile.	1	2	3	4	5

		Not at all	Once or twice	Once/ week	Several times a week	Almost every day
4.	Watched after your possessions when you were away (pets, plants, home, etc.).	1	2	3	4	5
5.	Told you what she/he did in a situation that was similar to yours.	1	2	3	4	5
6.	Did some activity with you to help you get your mind off of things.	1	2	3	4	5
7.	Talked with you about some interests of yours.	1	2	3	4	5
8.	Let you know that you did something well.	1	2	3	4	5
9.	Went with you to someone who could take action.	1	2	3	4	5
10.	Told you that you are OK just the way you are.	1	2	3	4	5
11.	Told you that she/he would keep the things that you talk about private - just between the two of you.	1	2	3	4	5
12.	Assisted you in setting a goal for yourself.	1	2	3	4	5
13.	Made it clear what was expected of you.	1	2	3	4	5
14	Expressed esteem or respect for a competency or personal quality of yours.	1	2	3	4	5
15.	Gave you some information on how to do something	1	2	3	4	5
16.	Suggested some action that you should take.	1	2	3	4	5
17.	Gave you over $25.	1	2	3	4	5
18.	Comforted you by showing you some physical affection.	1	2	3	4	5
19.	Gave you some information to help you understand a situation you were in.	1	2	3	4	5
20.	Provided you with some transportation.	1	2	3	4	5
21.	Checked back with you to see if you followed the advice you were given.	1	2	3	4	5
22.	Gave you under $25.	1	2	3	4	5
23.	Helped you understand why you didn't do something well	1	2	3	4	5

		Not at all	Once or twice	Once/ week	Several times a week	Almost every day
24.	Listened to you talk about your private feelings.	1	2	3	4	5
25.	Loaned or gave you something (a physical object other than money) that you needed.	1	2	3	4	5
26.	Agreed that what you wanted to do was right.	1	2	3	4	5
27.	Said things that made your situation clearer and easier to understand.	1	2	3	4	5
28.	Told you how he/she felt in a situation that was similar to yours.	1	2	3	4	5
29.	Let you know that he/she will always be around if you need assistance.	1	2	3	4	5
30.	Expressed interest and concern in your well-being.	1	2	3	4	5
31.	Told you that she/he feels very close to you.	1	2	3	4	5
32.	Told you who you should see for assistance.	1	2	3	4	5
33.	Told you what to expect in a situation that was about to happen.	1	2	3	4	5
34.	Loaned you over $25.	1	2	3	4	5
35.	Taught you how to do something.	1	2	3	4	5
36.	Gave you feedback on how you were doing without saying it was good or bad.	1	2	3	4	5
37.	Joked and kidded to try to cheer you up.	1	2	3	4	5
38.	Provided you with a place to stay.	1	2	3	4	5
39.	Pitched in to help you do something that needed to get done.	1	2	3	4	5
40.	Loaned you under $25.	1	2	3	4	5

That's the end of this interview. We'd like to talk with you again in the spring and will need to know how to reach you then. If you moved, who are the two people who are most likely to know where you are:

	Person #1	Person #2
Name:	____________________	____________________
Address:	____________________	____________________
	____________________	____________________
Telephone:	____________________	____________________

Thank you very much for your cooperation.

APPENDIX F

IDS PARENT-CHILD READING TASK RATING FORM

EVEN START PARENT-CHILD READING TASK OBSERVATION INSTRUMENT

Parent's Name: ____________________ ID# __________

Child's Name: ____________________ ID# __________

Child's Date of Birth: ____________________

Book Selection: ☐ English ☐ Spanish

Date of Testing: ____________________

Even Start Project: ____________________

Observer: ____________________

Task Start Time: ____________

Task End Time: ____________

Reading Task Incomplete: Terminated at (RECORD TIME) ____________

because (RECORD REASONS) ____________

____

____

____

Is book:

Familiar to child? Yes ____ No ____

Familiar to parent? Yes ____ No ____

Is story:

Familiar to child? Yes ____ No ____

Familiar to parent? Yes ____ No ____

360

EVEN START PARENT-CHILD READING TASK

Examiner's Instructions

Key:

E = Examiner
P = Parent
C = Child

---

1. E greets P and C; asks them to sit down; establishes rapport.

2. E says to P and C:

   "We're interested in learning how parents and children read together. Now, I'd like you to read a book with (CHILD'S NAME). You can take as long as you want to. Just do the best you can."

3. E places two books, English and Spanish, in front of P on table, face up, titles facing P and C.

4. E says to P:

   "Here are two versions of the same book. One is in Spanish and one is in English. You pick the book that you want to read with (CHILD'S NAME). You can look at both books and then pick one." [PAUSE FOR SELECTION.]

5. P selects book, E removes remaining book.

6. E says to P and C:

   "Do you know this story? Do you know this book?"

7. E notes familiarity, or lack of, on cover sheet; also language selection.

8. E says to P and C:

   "I'm going to sit over there while you and (CHILD'S NAME) read this book together. Take as long as you want. If you want to read it to yourself once, that's fine; you do not have to hurry." I'll be taking some notes as you read. You can tell me when you're finished reading, ok?"

   "Do you understand what you are to do? Just read the book with (NAME OF CHILD) the way you usually do."

9. E moves over to chair, leaving P & C. E notes start time.

10. P and C begin book reading task, while E records behaviors on Parent-Child Reading Task Observation Instrument (Part I).

11. When P and C have finished task, E notes stop time. E says:

    "Thank you so much. We'd like you and (CHILD'S NAME) to have this book. Thanks again."

12. E gives book to C. Ushers P and C out.

13. E completes observation instrument (Part II) and prepares setting for next P and C dyad.

14. If the session terminates before completion, E gives book to child, thanks dyad, terminates task and scores the session as incomplete, recording the termination time and reason.

EVEN START PARENT-CHILD READING TASK
OBSERVATION INSTRUMENT (Part I)*

Instructions: Check all behaviors exhibited during reading session. Use key on page 5 to score items 3a-3c.

A. Parent's Reading Proficiency/ Teaching Strategies

1. ____ Reads from beginning of text
2. ____ Guides child's attention to book, verbal

3a. ____ Uses high-demand strategies
3b. ____ Uses medium-demand strategies
3c. ____ Uses low-demand strategies

4a. ____ Labels pictures
4c. ____ Describes pictures
4b. ____ Asks child to identify pictured objects

5. ____ Comments on book's text
6. ____ Makes comments unrelated to text

7. ____ Links items in text to child's life
8. ____ Refers to reading as joint enterprise
9. ____ Makes meta-statements (e.g., "Isn't this fun?")

B. Parent's Management of Book

10. ____ Previews book
11. ____ Permits child to explore book
12. ____ Guides child's attention to book, nonverbal
13. ____ Points to pictures/words

14. ____ Ends reading episode when child loses interest
15. ____ Continues to read after child loses interest
16. ____ Becomes absorbed by book and ignores child

17. ____ Tells a story, based on pictures
18. ____ Unable to read text

C. Child's Language Proficiency/ Utterances

19. ____ Asks questions, makes comments related to text and parent's utterances
20. ____ Asks questions, makes comments unrelated to text and parent's utterances

21. ____ Labels or names pictured objects
22. ____ Repeats words or elements of the story
23. ____ Acts, makes sounds related to story
24. ____ Links items in text to own life
25. ____ Makes meta-statements (e.g., "I like this book")

D. Child's Management of Book

26. ____ Previews book
27. ____ Explores book before or after reading

28. ____ Attends to book
29. ____ Points to pictures
30. ____ Pretend "reads"

31. ____ Initiates action (e.g., grabs book away)
32. ____ Gestures or slaps at book
33. ____ Loses interest, walks away

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*Adapted from:

Edwards, P. (198. Supporting Lower SES Mothers' Attempts to Provide Scaffolding for Book Reading. In J. Allen and J. Mason (Eds.), Risk Makers, Risk Takers, Risk Breakers. Portsmouth, NH: Heinemann Educational Books.

Resnick, M. et al. (1987). Mothers Reading to Infants: A New Observational Tool. The Reading Teacher, 40, No. 9, 888-895.

Pellegrini, A., Perlmutter, J., Galda, L. and Brody, G. (1990). Joint Reading Between Black Head Start Children and Their Mothers. Child Development, 61, 443-453.

EVEN START PARENT-CHILD READING TASK
GENERAL OBSERVATIONS (Part II)*

1. Task Engagement: Rate the individuals for level of engagement in task. How do they participate in the task?

5 = highly engaged, constant participation
4 = generally engaged
3 = moderately engaged, recurring participation
2 = somewhat disengaged, infrequent participation
1 = detached, minimal partipation

Parent: ______
Child: ______

2. Positive Affect: Rate individuals on degree of positive affect (smiles, laughs, enthusiasm, eagerness, or negative, argues, withdraws)

5 = much positive affect; humor
4 = mostly positive affect
3 = neutral affect
2 = negative affect
1 = withdraws, stops

Parent: ______
Child: ______

3. Interactive Contact: Rate the dyad for amount of interactive contact, positive or negative (eye contact, verbal exchange)

5 = highly interactive, give and take in verbal exchange
4 = generally interactive
3 = moderately interactive
2 = somewhat interactive
1 = not interactive, one-sided performance

Dyad: ______

4. Patience/Impatience: Rate individuals for patience (allows time for responses)

5 = highly patient, waits for response
4 = frequently patient
3 = neutral
2 = frequently impatient
1 = highly impatient, does not allow time to respond or engage

Parent: ______
Child: ______

5. Supportiveness: Rate individuals for degree of supportiveness (enabling behaviors, listening, encouraging, cooperating)

5 = highly supportive, approving, praising comments
4 = signficantly supportive
3 = moderately supportive
2 = somewhat supportive
1 = non-supportive, negative comments/actions

Parent: ______
Child: ______

6. Physical Contact: Rate individuals for level of physical contact

5 = Child sits on parent's lap (parent encircles child partially or completely)
4 = Parent sits adjacent to child with contact
3 = Parent sits adjacent with no contact
2 = Parent sits adjacent to child
1 = Child leaves parent, wanders

Parent: ______
Child: ______

7. Parent's Reading Fluency/Pace: Rate the parent's reading

5 = Reads text fluently, attends to punctuation
4 = Reads fairly well, stumbles occasionally
3 = Reads haltingly, stumbles repeatedly
2 = Uses pictures only to tell a story (does not read text, partially or completely)
1 = Stops the task

Parent: ______

*Adapted from:

Lancy, D., and Draper, K. (1988). Parents' Strategies for Reading To and With Their Children. Paper presented at American Educational Research Association, Annual Meeting, New Orleans.

EVEN START PARENT-CHILD READING TASK
GENERAL OBSERVATIONS (Part II)
(continued)

8. Book Control: Rate the dyad for control of the book

5 = Child holds book, turns pages
4 = Parent/child share holding book, turning pages
3 = Parent holds book so child can see it, turns pages
2 = Parent holds book, child cannot see it
1 = Parent argues with child about control of book

Dyad: ____

9. Reading Delivery: Rate the parent's delivery

5 = Reads roles dramatically, varies voice according to gestures
4 = Reads dramatically, some inflection, no role-taking
3 = some drama, variation in voice, gestures
2 = once or twice, varies voice, gestures
1 = monotone, no drama, roletaking, or variation in voice, gestures

Parent: ____

10. Record spontaneous comments by parent about reading:

EVEN START PARENT-CHILD READING TASK

Parent's Teaching Strategies*

EXAMINER'S INSTRUCTIONS: USE THIS KEY TO RATE PARENT'S TEACHING STRATEGIES ON PAGE 1, ITEMS 3a-3c.

KEY:

A. High Demand Teaching Strategies

Examples include:

a. open-ended questions (e.g., What is this?)
b. evaluations (e.g., Is this possible?)
c. cause/effect (e.g., Why did it happen like this?)
d. generalizations (e.g., Now you try.)
e. planning (e.g., First tell me all you know about the story.)
f. proper alternatives (e.g., Try another way.)
g. conclusions (e.g., Why did this end like this?)
h. comparisons (e.g., This is like the other story.)

B. Medium Demand Teaching Strategies

Examples include:

a. sequencing (e.g., First, do this.)
b. reproduction (e.g., Do it like me.)
c. inference of similarity (e.g., How are they the same?)
d. inferences of difference (e.g., How are they different?)
e. clarification (e.g., Which go together?)
f. declaratives (e.g., This is a big goat.)
g. management (e.g., redirects attention)
h. verbal modeling (e.g., commentary)

C. Low Demand Teaching Strategies.

Examples include:

a. labels (e.g., This is a can.)
b. observe (e.g., Watch me.)
c. describe (e.g., It's real big.)
d. demonstrate (e.g., I'm reading this now.)

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*Adapted from: Pellegrini, A., Perlmutter, J., Galda, L., and Brody, G. (1990). Joint Reading between Black Head Start Children and Their Mothers. Child Development, 61, 443-453.

APPENDIX G

IDS EMERGENT LITERARY TASKS

EVEN START
CHILD'S EMERGENT LITERACY TASK

ADMINISTRATION AND SCORING

Before you start testing, familiarize yourself with the book, Three Billy Goats Gruff. Then, with these questions and procedures, use the exact wording for each question. Circle number indicating "yes" for demonstration of the concept or circle indicating "no" for no demonstration.

KEY: C = Child
E = Examiner

CHILD'S NAME: ______________________________

CHILD'S DATE OF BIRTH: ______________________

FAMILY CODE: ______________________________

CHILD ID: _________________

DATE OF TESTING: ___________________________

TESTER: __________________________________

ADMINISTERED IN: ENGLISH __
SPANISH __

CHILD'S EMERGENT LITERACY TASK

E says: "Now, I want you to help me understand this book."

COVER OF BOOK

SCORE

Yes No

Q.1 E passes book to child holding the book vertically by its outside edge, spine towards the child. Child now holds the book. *E says: "Show me the front of this book."*

SCORE: 1 = C HOLDS BOOK FACE UP, UPRIGHT POSITION 1. 1 2

E TURNS TO PAGE 4

Q.2 Take book from child, turn to page 4, hand book back to child. *E says: "Show me which direction I read."*

SCORE: 1 = C POINTS TO LEFT PAGE, INDICATES LEFT-TO-RIGHT, OR TOP-TO-BOTTOM. 2. 1 2

Q.3 Child holds book. *E says: "Where do I start to read? Show me where I start."*

A. SCORE: 1 = C POINTS TO BEGINNING OF TEXT ON LEFT PAGE. 3a. 1 2

E says: "Where do I stop reading? Show me where I stop reading."

B. SCORE: 1 = C POINTS TO END OF TEXT OR BACK OF BOOK. 3b. 1 3

E TAKES BOOK, TURNS TO PAGE 6, HANDS BOOK BACK TO C

Q.4 C holds book. *E says: "Show me what I read on this page."*

SCORE: 1 = C POINTS TO TEXT (NOT PICTURE). 4. 1 2

Q.5 C holds book. *E says: "Read that to me" (pointing at text).*
E probes: "What does that say?"

SCORE: 1 = C READS
2 = C PRETENDS TO READ
8 = BALKS, REFUSES 5. 1 2 8

Q.6 A. Child holds book. *E says: "Can you show me a letter? Show me a letter."*

SCORE: 1 = C POINTS TO ONE LETTER. 6a. 1 2

B. C holds book. E traces or points (with finger or pencil) to upper case letter "T", then "B." *E says: "Show me a big letter, another one, like this, and this."*

Score: 1 = C points to one upper case letter (not T or B). 6b. 1 2

C. Child holds book. E traces or points (with finger or pencil) to lower case letter "y", then "t." *E says:* **"Show me a little letter, another one, like this, and this."**

SCORE: 1 = C POINTS TO ONE LOWER CASE LETTER (NOT "Y" OR "T"). 6c. 1 2

CHILD'S EMERGENT LITERACY TASK
(continued)

E turns to Page 11

		SCORE	
		Yes	No
Q.7 A. Child holds book. *E says:* ***"Show me a word."*** SCORE: 1 = C POINTS TO ONE WORD.	7a.	1	2
B. *E says:* ***"Can you read this word?"*** SCORE: 1 = C READS WORD CORRECTLY	7b.	1	2
C. *E says:* ***"Show me a sentence."*** SCORE: 1 = C POINTS TO A SENTENCE.	7c.	1	2
D. *E says:* ***"Can you read this sentence?"*** SCORE: 1 = C READS SENTENCE.	7d.	1	2
Q.8 A. Child holds book. E traces period (with finger or pencil). *E says:* ***"Tell me what this is."*** SCORE: 1 = C IDENTIFIES A PERIOD.	8a.	1	2
B. *E says:* ***"Tell me what it (this) is for."*** SCORE: 1 = C SAYS "A STOP" OR "TO STOP".	8b.	1	2
C. E traces question mark (with finger or pencil). *E says:* ***"Tell me what this is."*** SCORE: 1 = C SAYS "IT'S A QUESTION MARK".	8c.	1	2
D. *E says:* ***"Tell me what it (this) is for."*** SCORE: 1 = C SAYS "IT MEANS A QUESTION" OR "IT SAYS IT'S A QUESTION".	8d.	1	2
Q.9 Child holds book. *E says:* ***"I wonder, why do people read, anyhow?" Can you tell me some reasons why people read?*** *E probes:* ***"Why do you like to read?"***	9.	1	2

SCORE: 1 = C GIVES ANY CORRECT RESPONSE THAT SHOWS UNDERSTANDING OF THE PURPOSES OF READING. RECORD ANSWER VERBATIM:

____

____

CHILD'S EMERGENT LITERACY TASK

(continued)

END OF ACTIVITY		SCORE
(To be asked of child at end of PSI testing):		
Q.10 After child completes drawing shapes, E says: ***"We want to know who drew this. Write your name here."***		
Score: E Says: According to protocol.	10.	1 2 3 4
Q.11 After child "writes" name. E Says: ***"Write how old you are."***		
Score: According to protocol.	11.	1 2 3 4

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APPENDIX H

IDS SITE VISIT GUIDE

TOPIC LIST FOR EVEN START IN-DEPTH STUDY SITE VISITS

A. PROGRAM DEVELOPMENT

How program was started: who was involved in development, who wrote proposal

Continuity from proposal: people who wrote proposal still involved in program, in what capacity, if not, caused any problems for program

Program "models" Even Start based on: adaption/adoption or local development

How model was selected; changes/adaptations to model for this project

Changes in program model since inception and reasons for change

Strengths and weaknesses of program model

B. PROGRAM GOALS

Overall goals/philosophy of project for adults and children

Other goals: changes in schools, collaborations, linkages

Changes in goals since program began and reasons for changes

C. TARGET POPULATIONS

Project goals for participation: priorities beyond Even Start legislation

How decisions were made about target population

D. PROGRAM STRUCTURE/ADMINISTRATION

Overall administrative structure: school district, school building, collaborating agencies, advisory board (Draw organization chart)

Current administrative relationships between program and local school district: department, division and title of individual currently responsible (e.g., federal programs coordinator, Chapter 1 coordinator);reason for administrative location

Location and responsibilities of project director: location of office, full-time or part-time, other administrative responsibilities besides Even Start

Project coordinator: location of office, full-time or part-time, responsibilities on Even Start, other responsibilities

Relationship between Even Start and district: formal or informal commitment, regular communication, location of collaboration (e.g., administrative, direct service providers), involved in writing proposal, decisionmaking (e.g., shared or hierarchical)

Nature of collaborations: joint hiring decisions, discussions about families, scheduling decisions, curriculum decisions, training, shared events, advisory board

Factors promoting good collaboration

Barriers to collaboration

Commitment to collaboration: level of in-kind contributions, what district gains from collaboration

E. CHARACTERISTICS OF SCHOOL DISTRICT/COMMUNITY SERVED

Description of community: level of education of parents, ethnic groups, languages, household composition, urbanicity, involvement in schools

District size, number of children, number of schools

Community resources available, accessibility

Other family programs, adult basic education and preschool programs in the district and community and their relationship to Even Start

F. RECRUITMENT

Staff involved in recruitment

Techniques used to recruit families: frequency, timing

Involvement of school district and other collaborating agencies in recruitment/outreach

Barriers to recruitment (e.g., eligibility criteria of legislation)

Effectiveness of strategies: overall effectiveness, effectiveness of different strategies for different types of families

Enrollment: complete, more spaces needed, more families needed to fill capacity

G. OVERVIEW OF PROGRAM ACTIVITIES

General description of core components (adult basic education, early childhood education, parent-child activities, parent education): offered by Even Start or collaborating agencies, typical weekly schedule of events, average number of contact hours per core service, general description of site, home-based activities, transportation and child care available

H. CONTENT/DELIVERY OF ADULT BASIC EDUCATION SERVICES

Service provider: staff paid by Even Start or collaborating agency, how that decision was made (factors involved, who made decision)

Location of services: center or home-based. If center--type of site, how site was chosen, number of sites, number of rooms, description of space, shared or dedicated space, changes in location since program inception, adequacy of space for program needs. If home-based--advantages and disadvantages, availability/adequacy of space in home, changes since start of program.

Schedule: daily/weekly activities schedule, frequency and duration of services, changes during summer

Participants: number, changes over time/season, number of men/women, characteristics of participants, special populations (handicapped, LEP)

Curriculum and Instructional Methods

Curriculum materials used: types, locally developed, commercially available, specific support for literacy development (reading and writing activities, field trips)

Nature of instruction: individual or group, size of group, CAI, peer tutoring, Even Start only or mixed groups

Individualization of curriculum: how approach/activities (e.g., curriculum materials, sequence, instructional methods) vary with participants' characteristics; sensitivity to differences in culture, language and skill level

Match of program content/methods to participants' needs and characteristics , process by which match occurs

Advantages and disadvantages of curriculum and instructional methods, changes since start of program, changes from previous teaching experience

Parent Input and Roles

How program makes use of parent's experiences, how program allows parents to learn from each other; opportunities for open-ended parent discussion

Parent involvement in planning, suggesting topics for curriculum, involvement in program activities (e.g., volunteers)

Changes in curriculum that evolve through experiences with parents

Staff

Paid staff: number, types (professional or paraprofessional), roles and responsibilities, full-time or part-time, how they spend their time (e.g., administrative versus service delivery), responsibilities exclusive to Even Start or work with other families, case load of families

Volunteer staff: number, types, roles and responsibilities, time commitment

Staff qualifications: educational background and previous experience; personal characteristics important for job; knowledge/experience in adult development, literacy, early childhood development, community services

Staff involvement in program planning, design and curriculum development, frequency of staff meetings

Inservice training: frequency; topics; duration; site; who offers; specific training in working with low-income, low-literate or LEP families, types of training most helpful

Parent-staff relationships: how parents and staff work together, problems encountered and solutions tried

Paraprofessional staff: advantages/disadvantages, specific staff training, qualifications

Staff turnover: has it been a problem, how high, strategies for reducing turnover, role of staff salaries

Staff satisfaction: view of job, pluses and minuses, what would change if could

Relationships among staff: relationship between project staff and staff from school district, collaborating agencies, other Even Start components; formal and informal linkages; dual role of staff (e.g., parenting and ABE)

Support Services

Transportation: offered to site, type (e.g., Even Start van, tokens for public transportation, school buses, private cars with reimbursement), frequency and schedule of transportation, problems encountered and solutions tried

Child care: offered on-site or at another location (if so, where), ages of children served, description of staff qualifications, description of site, hours of operation

Meals: type of meals, frequency, family eligibility/participation

Translators: available, extent of usage, languages involved

Retention Strategies

Length of time average adult participates

Attendance practices: how keep track of attendance, followup absences, policy on open entry/exit, requirements for participation level

Strategies for participation: special events, incentives, strategies to encourage other family members to participate

Integration among Program Components

Links between adult education and other Even Start services/activities: staff, curriculum, training, planning

I. CONTENT/DELIVERY OF PARENT EDUCATION SERVICES

Service provider: staff paid by Even Start or collaborating agency, how that decision was made (factors involved, who made decision)

Location of services: center or home-based. If center--type of site, how site was chosen, number of sites, number of rooms, description of space, shared or dedicated space, changes in location since program inception, adequacy of space for program needs. If home-based--advantages and disadvantages, availability/adequacy of space in home, changes since start of program

If home-based--advantages and disadvantages, availability/adequacy of space in home, changes since start of program

Schedule: daily/weekly activities schedule frequency and duration of services, changes during summer

Participants: number, changes over time/season, number of men/women, characteristics of participants, special populations (LEP, handicapped)

Curriculum and Instructional Methods

Curriculum materials used: types, locally developed, commercially available

Nature of instruction: individual or group, size of group, Even Start only or mixed group

Individualization of curriculum: how approach/activities (e.g., curriculum materials, sequence, instructional methods) vary with participants' characteristics; sensitivity to differences in culture, language and skill level

Match of program content/methods to participants' needs and characteristics

Advantages and disadvantages of curriculum and instructional methods, changes since start of program, changes from previous teaching experience

Parent Input

How program makes use of parent's experiences, how program allows parents to learn from each other, opportunities for open-ended parent discussion

Parent involvement in planning, suggesting topics for curriculum, involvement in program activities (e.g., volunteers)

Changes in curriculum that evolve through experiences with parents

Staff

Paid staff: number, types (professional or paraprofessional), roles and responsibilities, full-time or part-time, how they spend their time (e.g., administrative versus service delivery), responsibilities exclusive to Even Start or work with other families, case load of families

Volunteer staff: number, types, roles and responsibilities, time commitment, qualifications

Staff qualifications: educational background and previous experience; personal characteristics important for job; knowledge/experience in adult development, literacy, child development, community services

Staff involvement in program planning, design and curriculum development, frequency of staff meetings

Inservice training: frequency; topics; duration; site; who offers; specific training in working with low-income, low-literate or LEP families, types of training most helpful

Parent-staff relationships: how parents and staff work together, problems encountered and solutions tried

Paraprofessional staff: advantages/disadvantages, specific staff training, qualifications

Staff turnover: has it been a problem, how high, strategies for reducing turnover, role of staff salaries

Staff satisfaction: view of job, pluses and minuses, what would change if could

Relationships among staff: relationship between project staff and staff from school district, collaborating agencies, other Even Start components; formal and informal linkages; dual role of staff

Support Services

Transportation: offered to site, type (e.g., Even Start van, tokens for public transportation, school buses, private cars with reimbursement), frequency and schedule of transportation, problems encountered and solutions tried

Child care: offered on-site or at another location (if so, where), ages of children served, description of staff qualifications, description of site, hours of operation

Meals: type of meals, frequency, family eligibility/participation

Translators: available, extent of usage, languages involved

Retention Strategies

Length of time average parent participates

Attendance practices: how keep track of attendance, followup absences, policy on open entry/exit, requirements for participation level

Strategies for participation: special events, incentives, strategies to encourage other family members to participate

Integration among Program Components

Links between parent education and other Even Start services/activities: staff, curriculum, training, planning

Opportunities for parents and children together

J. CONTENT/DELIVERY OF PARENT-CHILD ACTIVITIES

Service provider: staff paid by Even Start or collaborating agency, how that decision was made (factors involved, who made decision)

Location of services: center or home-based. If center--type of site, how site was chosen, number of sites, number of rooms, description of space, shared or dedicated space, changes in location since program inception, adequacy of space for program needs. If home-based--advantages and disadvantages, availability/adequacy of space in home, changes since start of program

Schedule: daily/weekly activities schedule, frequency and duration of services, changes during summer

Participants: number, changes over time/season, number of men/women, characteristics of participants. special populations (LEP, handicapped)

Curriculum and Instructional Methods

Curriculum materials used: types, locally developed, commercially available, specific parent-child literacy materials and activities

Nature of instruction: individual dyads or group, size of group, CAI, Even Start only or mixed groups

Individualization of curriculum: how approach/activities (e.g., curriculum materials, sequence, instructional methods) vary with participants' characteristics; sensitivity to differences in culture, language and skill level

Match of program content/methods to participants' needs and characteristics

Advantages and disadvantages of curriculum and instructional methods, changes since start of program, changes from previous teaching experiences

Parent Input

How program makes use of parent's experiences, how program allows parents to learn from each other

Parent involvement in planning, suggesting topics for curriculum, program activities

Changes in curriculum that evolve through experiences with parents

Staff

Paid staff: number, types (professional or paraprofessional), roles and responsibilities, full-time or part-time, how they spend their time (e.g., administrative versus service delivery), responsibilities exclusive to Even Start or work with other families, caseload of families

Volunteer staff: number, types, roles and responsibilities, time commitment, qualifications

Staff qualifications: educational background and previous experience; personal characteristics important for job; knowledge/experience in literacy, child development, community services

Staff involvement in program planning, design and curriculum development, frequency of staff meetings

Inservice training: frequency; topics; duration; site; who offers; specific training in working with low-income, low-literate or LEP families; types of training most helpful

Parent-staff relationships: how parents and staff work together, problems encountered and solutions tried

Paraprofessional staff: advantages/disadvantages, specific staff training, qualifications

Staff turnover: has it been a problem, how high, strategies for reducing turnover, role of staff salaries

Staff satisfaction: view of job, pluses and minuses, what would change if could

Relationships among staff: relationship between project staff and staff from school district, collaborating agencies, other Even Start components; formal and informal linkages; dual role of staff

Support Services

Transportation: offered to site, type (e.g., Even Start van, tokens for public transportation, school buses, private cars with reimbursement), frequency and schedule of transportation, problems encountered and solutions tried

Child care for siblings: offered on-site or at another location (if so, where), ages of children served, description of staff qualifications, description of site, hours of operation

Meals: type of meals, frequency, family eligibility/participation

Translators: available, extent of usage, languages involved

Retention Strategies

Length of time average family participates

Attendance practices: how keep track of attendance, followup absences, policy on open entry/exit, requirements for participation level

Strategies for participation: special events, incentives, strategies to encourage other family members to participate

Special benefits of parent-child activities; barriers

Integration among Program Components

Links between parent-child activities and other Even Start services/activities: staff, curriculum, training, planning

K. CONTENT/DELIVERY OF EARLY CHILDHOOD EDUCATION

Service provider: staff paid by Even Start or collaborating agency, how that decision was made (factors involved, who made decision)

Location of services: type of site, how site was chosen, number of sites, number of rooms, description of space, shared or dedicated space, changes in location since program inception, adequacy of space and equipment for program needs

Schedule: daily/weekly activities schedule, frequency and duration of services, changes during summer

Participants: number, changes over time/season, number of men/women, characteristics of children, special populations (LEP, handicapped)

Curriculum and Instructional Methods

Curriculum materials and model used: type, locally developed, commercially available; specific teacher activities to support literacy development (reading and writing activities, field trips)

Nature of instruction: individual or group, size of group, CAI , Even Start only or mixed groups

Individualization of curriculum: how approach/activities (e.g., curriculum materials, sequence, instructional methods) vary with participants' characteristics; sensitivity to differences in culture, language and skill level

Match of program content/methods to participants' needs and characteristics

Advantages and disadvantages of curriculum and instructional methods, changes since start of program, changes from previous teaching experiences

Parent Input

Parent involvement in planning, suggesting topics for curriculum, involvement in activities (e.g., volunteers)

Changes in curriculum that evolve through experiences with parents

Staff

Paid staff: number, types (professional or paraprofessional), roles and responsibilities, full-time or part-time, how they spend their time (e.g., administrative versus service delivery), responsibilities exclusive to Even Start or work with other families

Volunteer staff: number, types, roles and responsibilities, time commitment, qualifications

Staff qualifications: educational background and previous experience; personal characteristics important for job; knowledge/experience in literacy, child development, community services

Staff involvement in program planning, design and curriculum development, frequency of staff meetings

Inservice training: frequency; topics; duration; site; who offers; specific training in working with low-income, low-literate or LEP families, types of training most helpful

Parent-staff relationships: how parents and staff work together, problems encountered and solutions tried

Paraprofessional staff: advantages/disadvantages, specific staff training, qualifications

Staff turnover: has it been a problem, how high, strategies for reducing turnover, role of staff salaries

Staff satisfaction: view of job, pluses and minuses, what would change if could

Relationships among staff: relationship between project staff and staff from school district, collaborating agencies, other Even Start components; formal and informal linkages; duel role of staff

Support Services

Transportation: offered to site, type (e.g., Even Start van, tokens for public transportation, school buses, private cars with reimbursement), frequency and schedule of transportation, problems encountered and solutions tried

Child care for siblings: offered on-site or at another location (if so, where), ages of children served, description of staff qualifications, description of site, hours of operation

Meals: type of meals, frequency, family eligibility/participation

Translators: available, extent of usage, languages involved

Retention Strategies

Length of time child participates

Attendance practices: how keep track of attendance, followup absences, policy on open entry/exit, requirements for participation level

Strategies for participation: special events, incentives, strategies to encourage other family members to participate

Integration among Program Components

Links between early childhood education and other Even Start services/activities: staff, curriculum, training, planning

L. OTHER COLLABORATIONS

Advisory group: is there one, role it plays, composition of group, how it is selected, frequency of meetings, examples of topics discussed, how involved in proposal and program decisions

Other collaborations for recruitment, retention, referrals, support services: agencies, services provided, level of involvement

M. PROJECT BUDGET

Federal allocation for 1990-91 school year: total amount, district match, general categories of expenditures (e.g., % staff salaries in each core service, % program administration, % materials); changes in categories since last year and reason for changes

Other sources of funding and estimated percentages from each source

In-kind contributions: collaborating agencies and school district, rent, facilities, equipment, staff time, transportation, other

Funding decisions: who is involved in funding decisions, who prepares budget, how allocate funds across categories, factors affecting decisions of what services to provide and what services to broker

N. CONCLUSIONS AND LESSONS

Perceived impact on families: definition and measurement of success, most important program effects, effects on children, parents, families

Impact on schools, school staff, collaborating agencies, other community agencies

Aspects of program most important to its success

Challenges faced by programs, solutions tried

Future challenges anticipated by program

APPENDIX I

DETAIL FOR CHAPTERS 4, 5, AND 6

Appendix I

Number of Family Intake Forms Per Project for the 1989-90 Project Year

Exhibit I.1 shows the number of Family Intake forms per project for the 1989-90 project year. Twenty projects (27%) submitted between 1 and 19 Family Intake forms. Nine projects (12%) did not submit any. Seven projects (9%) submitted 80 or more Family Intake forms. Using all 73 projects as the base — including projects that did not submit any Family Intake forms — results in a median number of forms per project of 24.5.

Exhibit I.1

Distribution of the Number of Family Intake Forms by Project (1989-90 Project Year)

Number of Family Intake Forms	Number of Projects	Percent of Projects
100 +	4	5%
80 - 99	3	4%
60 - 79	9	12%
40 - 59	7	10%
20 - 39	21	29%
1 - 19	20	27%
0	9	12%
TOTAL	73	

Median number of Family Intake forms per project = 24.5

The number of Family Intake forms approximates the number of families served. Using a count of Family Intake forms to estimate the number of families served assumes that projects used comparable criteria to decide when and on whom to complete a Family Intake form and that those criteria also defined families served. Because data were collected retrospectively, this assumption is not warranted.

NEIS criteria for determining when to complete a Family Intake form were first communicated to projects at the NEIS training sessions held in August and September 1990, three months after the completion of the 1989-90 project year. The proposed criteria were formally adopted with OMB approval in late October 1990. Because final approval of the data collection forms came after the end of the reporting period, estimates of participants served from Family Intake forms may easily overestimate or underestimate the actual number of families that participated in Even Start. For example, a project that collected Family Intake data on families before they began to receive core service could overestimate of the number of families served. A project which used more restrictive criteria for determining whether a family received service (e.g., a family must receive service in all three core service areas before being considered an Even Start family) would submit fewer Family Intake forms resulting in an underestimate of the number of families served.

It is also possible that, prior to formal guidance, some projects simply did not collect family specific data on all families that were served. In such cases, using a count of the Family Intake forms would underestimate the number of families served.

In an attempt to improve estimates of the number of families served, RMC Research sent a letter to each project asking it to confirm the count of families served based on the number of intake forms, or provide a more accurate count. Exhibit I.2 contains a complete listing of the self reported number of families served from the 22 projects that responded to the letter. With the notable exception of the four projects that did not submit any Family Intake forms and one other project, the correspondence between the number of forms and the number of families served is reasonably high. These data suggest that the number of families served across all projects may be at least 500 more than the number of Family Intake forms. However, because the self report estimates are retrospective, they are also subject to error.

A primary purpose of Even Start is to develop and evaluate the effectiveness of intergenerational family literacy projects operated by local school districts. Discussions with project staff indicate that the time required preparing to provide services varies across projects and emphasize that projects need time to become fully operational. Recruitment is sometimes difficult and projects need time to build up to the number of families they hope to serve. Estimates of the number of families served during the first year of implementation, therefore, ought to be viewed as very rough indicators of the level of service that may be provided by projects once they are fully functioning.

Exhibit I.2

Correspondence Between the Number of Family Intake Forms and Project's Self Report of the Number of Families (1989-90 Project Year)

Project Number	Number of Family Intake Forms	Self Reported Number of Families Served
1	0	29
2	0	51
3	0	95
4	0	236
5	6	17
6	12	12
7	14	14
8	15	15
9	19	19
10	22	36
11	25	24
12	25	32
13	28	28
14	32	32
15	34	31
16	34	105
17	36	38
18	61	61
19	64	64
20	67	67
21	71	70
22	100	100

Characteristics of Even Start Families at Intake

Project Year 1989-90

389

CHARACTERISTICS OF EVEN START FAMILIES AT INTAKE FOR THE REPORTING YEAR ENDING 31 MAY 1990

Responses to Questions in Form IB, Part A: Participant Characteristics at Intake

CHARACTERISTICS OF 2,778 FAMILY UNITS FOR ALL PROJECTS.
ALL REPORTED FAMILIES INCLUDED. PERCENTAGES BASED ON COMPLETED INFORMATION ONLY.
NUMBERS CORRESPOND TO QUESTIONS ON FORM.

1. Number of Adults

	Total	None	One	Two	Three	Four	Five	Six	Seven +
No. 18 and over	2,684	0	1,018	1,438	146	51	19	8	4
		0.0%	37.9%	53.6%	5.4%	1.9%	0.7%	0.3%	0.1%
No. Age 16-18	2,684	2,364	205	102	8	4	1	0	0
		88.1%	7.6%	3.8%	0.3%	0.1%	0.0%	0.0%	0.0%

2. Number of Children

	Total	None	One	Two	Three	Four	Five	Six	Seven	Eight	Nine+
No. of Children	2,696		556	900	720	316	122	51	19	8	4
			20.6%	33.4%	26.7%	11.7%	4.5%	1.9%	0.7%	0.3%	0.1%
Children < One	2,724	2,324	385	11	4						
		85.3%	14.1%	0.4%	0.1%						
Children 1-7	2,671		1,154	969	375	112	17	2	1		
			43.2%	36.3%	14.0%	4.2%	0.6%	0.1%	0.0%		
Children 8-16	2,719	1,656	610	305	108	26	10	4	0		
		60.9%	22.4%	11.2%	4.0%	1.0%	0.4%	0.1%	0.0%		

3. Family Structure

Single Parent	Couple	Extended Family	Other	Total
1,098	1,356	258	26	2,738
40.1%	49.5%	9.4%	0.9%	

4. Primary Source of Financial Support
(multiple responses allowed):

	Number	Percent
Job Wages	1,301	51.0 %
Government Assistance	1,211	48.1
Alimony/Child Support	60	2.4
Other	52	2.1
Total:	**2,516**	

5. Range of Family Income:

	Number	Percent
Under $5,000	767	34.8 %
$5,000 - $10,000	798	36.2
$10,000 - $15,000	384	17.4
$15,000 - $20,000	136	6.2
$20,000 - $25,000	62	2.8
More than $25,000	60	2.7
Total:	**2,207**	

FAMILY PARTICIPATION LEVELS

Number	Percent	
108	4.7%	Level 0: No children or adults participating in core services
114	4.9	Level 1: Only children participating
158	6.8	Level 2: No child participating / any parent with Parenting only
63	2.7	Level 3: No child participating / any parent with ABE only
212	9.2	Level 4: No child participating / any parent with Parenting and ABE
612	26.5	Level 5: Any child participating & any parent with Parenting only
122	5.3	Level 6: Any child participating & any parent with ABE only
918	39.8	Level 7: "Ideal" Families: ECE, Parenting, and ABE
Total: 2,307		

ADULT PARTICIPATION LEVELS BY FAMILY
(Counts adult with highest level in family)

Number	Percent	
216	9.4%	Level 0: No core services for any adult
770	33.5	Level 1: Adult/Child or Parenting core services only
188	8.2	Level 2: Adult Basic Education (ABE) core services only
212	9.2	Level 3: Adult/Child or Parenting & ABE but no child with ECE
915	39.8	Level 4: Adult/Child or Parenting & ABE & at least one child with ECE
Total: 2,301		

CHILD PARTICIPATION LEVELS BY FAMILY
(Counts child with highest level in family)

Number	Percent	
480	21.4%	Level 0: No core services for any child
236	10.5	Level 1: ECE core services only, parent with no core services or ABE only
612	27.2	Level 2: ECE & at least one parent with Adult/Child or Parenting only
918	40.9	Level 3: ECE & at least one parent with Adult/Child or Parenting & ABE
Total: 2,246		

PLEASE NOTE: **The adult and child levels presented on this family summary count ONLY ONE adult or child in each family unit (the adult or child who participated most fully in Even Start core services, according to the information reported on Form IB, Part C). The numbers and percentages of adults and children above may be different than those on the summaries of Form IB, Part C, which include all adults and children in a family who participated in any Even Start core service.**

CHARACTERISTICS OF ADULTS AT INTAKE
FOR THE REPORTING YEAR ENDING 31 MAY 1990

Responses to Questions 6 through 15 on Form IB, Part A

Characteristics of 2,473 adults in Even Start households for all projects including all adults who participated in Even Start core services. Percentages are based on valid cases only. Numbers correspond to questions on form.

6. Birthdates reported: 1,627 (65.8%) out of total of 2,473 adults

Ages:	< 16	16-18	18-21	22-30	30-40	40-50	50 +
Number	1	19	160	760	540	108	39
Percent	0.1%	1.2%	9.8%	46.7%	33.2%	6.6%	2.4%

7. Gender: Female= 1,980 (81.5%) Male= 448 (18.5%) Total: 2,428

8. Race:

	Number	Percent	Total
Chinese	12	0.5 %	2,441
Japanese	11	0.5	
Filipino	5	0.2	
Indian	5	0.2	
Hawaiian	6	0.2	
Samoan	1	0.0	
Korean	11	0.5	
Guamanian	0	0.0	
Vietnamese	9	0.4	
Other Asian/Pac.Is.	21	0.9	
Black	862	35.8	
White	943	37.6	
Native American	114	4.7	
Unspecified Hispanic	407	16.7	
Other Race	34	1.4	

8a. Hispanic

	Number	Percent	Total
Mexican	471	88.5 %	532
Puerto Rican	31	5.8	
Cuban	0	0.0	
Other Spanish	30	5.6	

9. Highest grade completed:

	Number	Percent	Total
No schooling	34	1.5 %	2,321
1 year	11	0.5	
2 years	21	0.9	
3 years	31	1.3	
4 years	17	0.7	
5 years	26	1.1	
6 years	114	4.9	
7 years	72	3.1	
8 years	171	7.4	
9 years	274	11.8	
10 years	401	17.3	
11 years	371	16.0	
12 years	235	10.1	
High School Diploma	349	15.0	
GED	76	3.3	
Post secondary	97	4.2	
Other	21	0.9	

10. Most formal education out of USA	Number	Percent	Total
	554	23.8 %	2,324

11. Employment status:

	Number	Percent	Total
Full-time	437	21.4 %	2,046
Part-time	205	10.0	
Unemployed	1,404	68.6	

If employed Full or Part time:

Months employed	Less than 6 months	74	13.6 %	544
	6 to 12 months	104	19.1	
	12 months or more	366	67.3	

If Unemployed:

Months unemployed	Less than 6 months	74	6.7 %	1,104
	6 to 12 months	115	10.4	
	12 months or more	915	82.9	

12. Previous social or educational services:

	Number	Percent	Total	Percent of 2,473 Participants
Welfare	1,130	74.8 %	1,510	45.7 %
Employment training	132	8.7		5.3
Vocational education	96	6.4		3.9
Vocational rehabilitation	14	0.9		0.6
Adult basic education (0-4)	51	3.4		2.1
Adult basic education (5-8)	76	5.0		3.1
Adult secondary (9-12)	138	9.1		5.6
GED preparation	309	20.5		12.5
ESL	123	8.1		5.0
Other	85	5.6		3.4
None Reported	963			38.9 %

13. Current social or educational services: (concurrent with Even Start)

	Number	Percent	Total	Percent of 2,473 Participants
Welfare	1,028	87.8 %	1,171	41.6 %
Employment training	71	6.1		2.9
Vocational education	65	5.6		2.6
Vocational rehabilitation	14	1.2		0.6
Other	107	9.1		4.3
None reported	1,302			52.6 %

		Number	Percent	Total
14. English is the primary language:	Yes	1,915	78.9 %	2,428
	No	513	21.1	
14a. What is the primary language:	Spanish	367	73.8 %	497
	Other	130	26.2	
If Not English:				
14b. How well adult understands English:	Not at all	118	27.9 %	423
	Somewhat	206	48.7	
	Very Well	99	23.4	
14c. How well adult speaks English:	Not at all	128	27.6 %	455
	Somewhat	257	55.5	
	Very Well	78	16.8	
14d. How well adult reads English:	Not at all	191	45.5 %	420
	Somewhat	157	37.4	
	Very Well	72	17.1	
15. Language used when reading to child:	Primary	311	72.5 %	429
	English	62	14.5	
	Both	46	10.7	
	Other	10	2.3	

CHARACTERISTICS OF EVEN START ADULTS AT INTAKE FOR THE REPORTING YEAR ENDING 31 MAY 1990

Responses to Questions 6 through 15 on Form IB, Part A

CHARACTERISTICS OF 877 ADULTS IN EVEN START HOUSEHOLDS NOT PARTICIPATING IN EVEN START CORE SERVICES FOR COMPARISON TO PARTICIPATING ADULTS (ALL PERCENTAGES ARE BASED ON VALID CASES ONLY.)

9. Highest grade completed:

	Number	Percent	Total
No schooling	17	2.4 %	704
1 year	3	0.4	
2 years	8	1.1	
3 years	10	1.4	
4 years	11	1.6	
5 years	7	1.0	
6 years	40	5.7	
7 years	16	2.3	
8 years	50	7.1	
9 years	44	6.3	
10 years	80	11.4	
11 years	69	9.8	
12 years	90	12.8	
High School Diploma	163	23.2	
GED	41	5.8	
Post secondary	45	6.4	
Other	10	1.4	

11. Employment status:

		Number	Percent	Total
	Full-time	384	57.4 %	669
	Part-time	70	10.5	
	Unemployed	215	32.1	
If employed Full or Part time:				
	Less than 6 months	24	7.0 %	343
Months employed	6 to 12 months	47	13.7	
	12 months or more	272	79.3	
If Unemployed:				
	Less than 6 months	17	9.9 %	172
Months unemployed	6 to 12 months	22	12.8	
	12 months or more	133	77.3	

CHARACTERISTICS OF 1,451 ADULTS IN EVEN START HOUSEHOLDS PARTICIPATING SPECIFICALLY IN EVEN START ABE CORE SERVICES.

(ALL PERCENTAGES ARE BASED ON VALID CASES ONLY.)

9. Highest grade completed:	Number	Percent	Total
No schooling	19	1.4 %	1,382
1 year	9	0.7	
2 years	7	0.5	
3 years	11	0.8	
4 years	5	0.4	
5 years	15	1.1	
6 years	46	3.3	
7 years	51	3.7	
8 years	121	8.8	
9 years	208	15.1	
10 years	294	21.3	
11 years	242	17.5	
12 years	122	8.8	
High School Diploma	138	10.0	
GED	45	3.3	
Post secondary	36	2.6	
Other	13	0.9	

CHARACTERISTICS OF 627 ADULTS IN EVEN START HOUSEHOLDS SPECIFICALLY NOT PARTICIPATING IN EVEN START ABE CORE SERVICES BUT IN FAMILIES IN WHICH ANOTHER ADULT IS PARTICIPATING IN ABE.

9. Highest grade completed:	Number	Percent	Total
No schooling	14	2.8 %	498
1 year	2	0.4	
2 years	5	1.0	
3 years	9	1.8	
4 years	5	1.0	
5 years	3	0.6	
6 years	20	4.0	
7 years	9	1.8	
8 years	42	8.4	
9 years	31	6.2	
10 years	58	11.6	
11 years	41	8.2	
12 years	67	13.5	
High School Diploma	120	24.1	
GED	42	8.4	
Post secondary	27	5.4	
Other	3	0.6	

FORM IB, PART C: OTHER REPORTING INFORMATION FOR THE REPORTING YEAR ENDING 31 MAY 1990

CHARACTERISTICS OF 2,473 EVEN START ADULTS REPORTED FOR ALL PROJECTS INCLUDING ONLY ADULTS IN THE FAMILY WHO PARTICIPATED IN CORE SERVICES. PERCENTAGES BASED ON COMPLETED INFORMATION ONLY. NUMBERS CORRESPOND TO QUESTIONS ON FORM.

2. Identified as Disabled ?

	Number	Percent	Total
Yes	86	3.7 %	2,347
No	2,261	96.3	

2a. Source of Information:

	Number	Percent	Total
School District	5	9.1 %	55
Receives SSI	23	41.8	
Self-report	15	27.3	
Other	13	23.6	

3. Core Services:

	Number	Percent	Total
Adult-Child	1,906	77.1 %	2,473
Parent education	1,737	70.2	
Adult basic ed. (0-4)	299	12.1	
Adult basic ed. (5-8)	287	11.6	
Adult secondary ed.	384	15.5	
GED preparation	736	29.8	
ESL	188	7.5	
Other	56	2.3	

4. Support Services

	Number	Percent
Transportation	1,095	44.3 %
Custodial child care	1,235	49.9
Health care	220	8.9
Meals	593	24.0
Advocacy	317	12.8
Counseling	517	20.9
Referrals for chemical dependency	50	2.0
Special care for handicapped	18	0.7
Translators	119	4.8
Stipends	104	4.2
None reported	702	28.4

5. Employment status:

	Number	Percent	Total
Full time	445	22.3 %	1,994
Part time	197	9.9	
Unemployed	1,352	67.8	

If employed Full or Part time:

		Number	Percent	Total
	Less than 6	85	15.2 %	559
Months employed	6 to 12	110	19.7	
	12 months or more	364	65.1	

If Unemployed:

		Number	Percent	Total
	Less than 6	73	6.5 %	1,120
Months unemployed	6 to 12	109	9.7	
	12 months or more	938	83.7	

Participation levels for 2,473 adults reported on Part C

Number	Percent	
1,022	41.2 %	Level 1: Adult/Child or Parenting core services reported only
226	9.1	Level 2: Adult Basic Education (ABE) core services reported only
225	9.1	Level 3: Adult/Child or Parenting and ABE but no child in ECE
1,000	40.4	Level 4: Adult/Child or Parenting, ABE and at least one child in ECE

CHARACTERISTICS OF CHILDREN AT INTAKE
FOR THE REPORTING YEAR ENDING 31 MAY 1990

REPORTING ON 5,069 CHILDREN IN EVEN START HOUSEHOLDS FOR ALL PROGRAMS INCLUDING ALL CHILDREN AGES 0 THROUGH 7 YEARS. PERCENTAGES BASED ON COMPLETED INFORMATION ONLY. NUMBERS CORRESPOND TO QUESTIONS ON FORM.

16. Birthdates reported: 4,561 (91.8%) out of a total 4,643 children ages 0 to 8

Ages:	0 to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 +
Number:	267	437	567	673	840	837	577	453
Percent:	5.8%	9.4%	12.2%	14.5%	18.1%	18.0%	12.4%	9.7%

17. Gender: Female= 2,185 (48.8%) Male= 2,295 (51.2%) Total reported= 4,480 (95.5%)

		Number	Percent
18. Race:	Chinese	22	0.4%
	Japanese	22	0.4
	Filipino	12	0.2
	Indian	10	0.2
	Hawaiian	14	0.3
	Samoan	6	0.1
	Korean	15	0.3
	Guamanian	0	0.0
	Vietnamese	18	0.4
	Other Asian/Pac. Is.	46	1.0
	Black	1,733	34.8
	White	1,930	38.8
	Native American	322	6.5
	Unspecified Hispanic	747	15.0
	Other Race	76	1.5
	Total reported	**4,973**	
18a. Hispanic:	Mexican	861	82.5%
	Puerto Rican	65	6.2
	Cuban	1	0.1
	Other Spanish	117	11.2

Formal Educational Experiences:

	19. Previous		**20. Current**	
	Number	Percent	Number	Percent
Head Start	616	15.1%	246	5.9%
Other preschool	453	11.1	356	8.5
Kindergarten	793	19.4	695	16.6
Primary (1-3)	439	10.7	837	20.0
Other	78	1.9	84	2.0
None = yes	2,359	57.7	2,043	58.7
Total reported	**4,087**		**4,194**	

21. Relationship to child

	Number	Percent
Parent	4,708	95.7%
Grandparent	98	2.0
Other Relative	84	1.7
Other	27	0.5
Total reported	**4,917**	

FORM IB PART C: OTHER REPORTING INFORMATION FOR THE REPORTING YEAR ENDING 31 MAY 1990

CHARACTERISTICS OF 2,526 EVEN START ELIGIBLE CHILDREN REPORTED FOR ALL PROJECTS INCLUDING ONLY CHILDREN IN THE ELIGIBLE AGE RANGE (1-7) WHO PARTICIPATED IN CORE SERVICES. PERCENTAGES BASED ON COMPLETED INFORMATION ONLY. NUMBERS CORRESPOND TO QUESTIONS ON FORM.

7. Identified as having special needs?

	Number	Percent	Total*
Yes	307	7.0 %	4,200
No	3,893	89.2	

7a. Special needs identified:

	CHILDREN WITH SPECIAL NEEDS ONLY			
	Number	Percent	Total	Percent of Total*
Visual handicap	24	10.5 %	228	1.0
Hearing problem	19	8.3		0.8
Deafness	3	1.3		0.1
Orthopedic problem	12	5.3		0.5
Other physical disability	23	10.1		0.9
Specific learning problem	72	31.6		2.9
Emotional problem	43	18.9		1.7
Mental retardation	12	5.3		0.5
Speech problem	71	31.1		2.8
Other	20	8.8		0.8

7b. Source of the information:

	Number	Percent	Total*
School District	136	49.3 %	276
Parent report	145	52.5	
Other	62	22.5	

8. Primary Language:

	Number	Percent	Total*
English	3,511	82.9 %	4,237
Spanish	519	12.2	
Other	158	3.7	

9. Core Services

	Number	Percent	Total
Head Start	258	10.1 %	2,542
Other Preschool	983	38.7	
Kindergarten	398	15.7	
Primary (1-3)	397	15.6	
Other	826	32.5	
None = yes	4	0.2	

10. Support Services

	CORE SERVICE PARTICIPANTS (n = 1,637)		NON PARTICIPANTS (n = 545)	
	Number	Percent	Number	Percent
Transportation	1,152	45.3 %	361	66.0 %
Custodial child care	838	33.0	413	76.0
Health care	335	13.2	12	2.0
Meals	992	39.0	255	47.0
Counseling	218	8.6	72	13.0
Translators	52	2.0	81	15.0
Other	63	2.5	10	3.0
None reported	905 (36.5%)		853 (61%)	

Participation levels for 2,542 children with core service status reported on Part C

Number	Percent		
323	12.7 %	Level 1:	Early childhood core services (ECE) reported
834	32.8	Level 2:	ECE and at least one parent received Adult/Child or Parenting core services
1,385	54.5	Level 3:	ECE and at least one parent received Adult/Child or Parenting AND Adult Basic Education core services

Curriculum Materials Used for Core Service

Use: Parent-Child

A Drug and Alcohol Prevention Program (BABES)
A GOOD BEGINNING: BARBARA LEWIS
A HANDBOOK OF PARENT INVOLVEMENT WORKSHOP LESSON
ACTIVE PARENTING
ADVANCE TRAINING MANUAL
BECOMING A NATION OF READERS
BOWDOIN METHOD
Bowdoin Parenting Method
CAI from MECCA
CHILDREN'S PICTURE BOOKS
Classroom demonstrations - music, dance, language
Cooperation from New Learners Press
Crayola Program - Builds Literacy of Parent
CREATIVE CURRICULUM
CURR. APPR. BY NAT'L ASSOC. FOR ED OF YOUNG CHILD
CURRICULUM KITS DEVELOPED BY THE PROJECT
Developmental-Interaction Approach (DIA)
Dinosaurs
Early Childhood Prg. Lvl 11 SWEDL/TX Ed. Agency
EARLY LEARNING FUN (ELD) BOXES
Early Learning Preschool Program
EC Program: Home act. devel by SWEDL/TX SEA
EPSF (use parts of this)
EXTENSION OF THE HIGH SCOPE CURRICULUM
Extensions--A publication of HIGH/SCOPE
Extention of curriculum used for parenting class
Family Math
Family Math
Family Oriented Structured Preschool Activity
FAMILY READING PARTNERS
Family reading program
Family Science
Feed Me, I'm Yours
Folder Factory Activity of Games for Parent/Child
Footsteps; U of MD Institue for Child Study
FOSPA (FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVI
Fremont USD pre-school and kindergarten program
Getting Involved
Getting Involved: Workshops for Parents - Frede
HIGH/SCOPE
HIGH/SCOPE
High/Scope
High/Scope
HIGH/SCOPE - EARLY CHILDHOOD CURRICULUM
HIGH/SCOPE ACTIVITIES
HIPPY

List of Curriculum Materials
Form III, Question 4.

HIPPY
HIPPY I & II
HOME GROWN-LOCALLY PUBLISHED MATERIAL
Home Learning Kits- with books, tapes & other mat
Home Learning Packets for parents in 3 languages.
Home tutoring activites
HOMEBASE (Yakima, WA), in-home visits
I CAN COURSE (POSITIVE LIFE ATTITUDES FOR AMERICA)
Josten's Early Learning / Project Star
JOSTEN, INC: COMPUTER BASED EARLY LEARNING SYSTEM
KENAN TRUST FAMILY LITERACY MODEL (PACT)
KNOX.NEWS-SENT. ARTICLE:
LAP-SIT: READING PROGRAM AT THE LOCAL PUBLIC LIBRA
Learning through Literature
Lending Library
Local
LOCALLY DEVELOPED
LOCALLY DEVELOPED CURRICULUM
Locally developed songs, games, artwork
Looking at Life; Head Start
Make & Take, Tapestry Learning take home library
Manipulock Alphabet & Numbers
MARIE CLAY READING & WRITITNG BEGIN AT HOME
MATH THEIR WAY ACTIVITIES
Mega Skills
MOTHER-CHILD HOME PROGRAM
Mother-Child Home Program - model interaction toys
MOTHERREAD
NAEYC DEVELOPMENTALLY APPROPRIATE ACTIVITIES
NC DPI: Circle of Childhood
PACE
PACKETS PREPARED BY CHILDREN'S CLASSROOM TEACHERS
Parent Take Home computer Program
Parent's as Partners in Reading - Edwards
Parent-Child Interaction activities (PCIA)
PARENT/CHILD READING CIRCLES
PARENTS AND CHILDREN IN NATIVE AMERICN ACTIVITIES
Parents are Teachers, Too
PARENTS AS PARTNERS
Parents as Partners in Reading
PARENTS AS TEACHERS
PARENTS AS TEACHERS
PARENTS AS TEACHERS PROGRAM
Parents As Teachers, MO DOE
Partners for Learning
Peabody Language
Peabody language kit
Planning Guide for Pre School Curriculum
PORTAGE

PORTAGE materials
PRACTIONER JOURNALS
Project Bond
Read Aloud Handbook
Read-To-Me reading program
Reading is fundamental program
READING WITH CHILDREN- LITERACY VOLUNTEERS OF AMER
Self-Esteem-A Classroom Affair
SING, SPELL, READ AND WRITE LITERACY PROGRAM
SING, SPELL, READ, AND WRITE
SMALL WONDER PARENT ACTIVITY KITS
SOCIAL AND HEALTH SERVICES IN THE GATEWAY AREA
SPACE
STRATEGIES FOR LEARNING
Take home computer program
We Care - Curriculum Ages 2-5   Kingere/Higbee
WHOLE LANGUAGE LITERACY CURRICULA
WINNING
WRITE TO READ PROGRAM - IBM COMPUTERS
WRITING TO READ

Use: Parent Education

"GROWING TOGETHER"NENWSLETTER
1-2-3 COLORS TOTLINE PRESS
ACTIVE PARENTING
Active Parenting
ACTIVE PARENTING
AS A CHILD GROWS
Avance Family Support & Ed. Prg. Toy Manual
Avance Family Support Prg. Parenting Cur.
Beginnings, Programs for Parents of Preschoolers
Boudin Method
Bowdoin
Bowdoin
Bowdoin Change Method
BOWDOIN METHOD
Bowdoin Parenting Method
BOWDOIN PARENTING METHOD
Bowdoin Parenting Program
Boys Town Videos
Bulidng Family Strength; U of NE D of Hum. Dev.
COMMUNICATIONS WORKSHOP
Current research materials on parenting
Discipline
EARLY CHILDHOOD DEVELOPMENT: DR. MIZE
EARLY LEARNING FUN (ELF) BOXES
EARLY SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING

List of Curriculum Materials
Form III, Question 4.

Effective Parenting (sponsored by Community Ed Pr
EFFECTIVE PARENTING INFORMATION FOR CHILDREN
English Literacy Development
Entertaining & Educating Young Children
Even Start project orientation
Everything I Know I Learned in Kindergarten
Exercise to Music
EXPLORING PARENTING PROGRAM
Field trip to museums & cultural exhibits
FIRST AID
First aid
GETTING INVOLVED: WORKSHOP FOR PARENTS HIGH/SCOPE
Getting Involved: Workshops for Parents
Good Beginnings
Guest Speakers
HEAD START BASIC COMPONENTS
Health and Nutrition
Help Your Child Learn to Read
Homework without tears
How To Talk So Children Will Listen
How to Talk So Kids Will Listen
Hugs and Kids
Indiana Dept. of Ed. Articles
JOSTEN'S TRAINING FOR EARLY LEARNING SYSTEM
Kenan Model
Let's Work it Out
Let's Work it Out: Topics for Parents - New Reader
Life Surviving Skills for Winter
Little Books
LOCALLY DEVELOPED
LOCALLY DEVELOPED CURRICULUM
Looking At Life - Extension Services
LUSH LITERACY ACTON NOW (PLAN)
Making it on Your Own; Region JJJ Res. Ctr for Kid
Mega Skills- Dorothy Rich
MEGASKILLS
Megaskills: Dorothy Rich
Migrant Education materials
Missouri Parents as Teachers materials
NUTRITON EDUCATON- MONTANA STATE UNIV. EXTENSION
Parent Effectiveness Training
PARENT EXPRESS (NEWSLETTER)
PARENT FACILATOR GROUP
PARENT PACK - WAKULLA COUNTY SCHOOLS
Parent Partnership Training
Parent Survival Traning
Parent/Child Toy Library & Films by FWLAED
Parenting Renewal, Clemson University
Parenting Your Young Child

List of Curriculum Materials
Form III, Question 4.

PARENTS AS PARTNERS
PARENTS AS PARTNERS IN READING--A FAMILY LIT TRAIN
Parents As Teachers, MO DOE
Parents Make a Difference- John Wherry
Parents Resource Guide by Lee Canter
Participating Parents for Progress training sessio
PBS': Raising America's Children
PERC
PLAN- PUSH LITERACY ACTION NOW
Project Star
PT & TEACHER ORIENTATION & PT HELPING THEIR CHILD
Quilt/Wall Hanging for the home
Reader's Digest Articles
READING TO YOUR CHILD- LITERACY VOUNTEER PROGRAM
Real Life English
Recreational reading materials (newspapers & books
RESOURCES FROM THE COMMUNITY
Responsive Parenting
RX For Reading
S.T.E.P.
Self help skills
Self-Esteem, A Family Affair
SOCIAL AGENCIES PRESENTATIONS
SOS! Help for Parents
STAFF DEVEOPMENT MANUAL
STAFF EXPERTISE WITH VARIOUS SUPPLEMENTS
STEP
STEP
STEP
STEP
STEP
STEP and Early Childhood STEP
STEP- SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING
STEPS
STORY STRETCHERS- GRYPHON HOUSE
Stress workshop for parents
STRESS WORKSHOP: EVELYN THOMPSON
Summer workshop on parent-child interactn activtys
SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING
SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING
Systematic Trainning for Effective Parenting
Tapes - Dr. Carl Bell
Teach Your Child to Talk; Pushaus
The Bowdoin Method
The Bowdoin Method, Webster's International, Inc.
The Bowdoin Method: Effective Parenting
THE EVERYTHING BOOK-PARTNER PRESS
The First Three Years of Life
THE NURTURING PROGRAM FOR PARENTS AND CHILDREN

THE WINNING FAMILY
THEME-A-SAURUS-TOTLINE PRESS
Various workshops
VIDEO TAPES: "HOW TO TALK SO YOUR KIDS WILL LISTEN
WEATHER ALERT AND CIVIL DEFENSE
WEBSTER'S
WEE SING- FINGERPLAY BOOK AND TAPE
What Did You Learn In School Today?
Without Spanking or Spoiling
Working as a Team--Working with Parents
WORKSHOPS BY INTERCULTURAL DEV. RESEARCH ASSOC.
WORKSHOPS PREVIOUSLY LISTED
Young Children in Action

Use: Adult Education

Adult Basic Ed
Adult Basic Education Competencies (WA State)
ADULT BASIC EDUCATION PROGRAM
Adult Performance Level
Adult Performance Level
Adult Performance Level (Life Skills)
Adult Secondary Ed
AEC MICROREAD, MICROSPELL
AQ PRE & LINE GRAPHS, BAR & PICTURE GRAPHS
Basic Essentials of Mathematics, Books 1 & 2
Basic Science for Living I & II
Basic Skills in Whole Numbers, Fractions, Decimals
BASIC SKILLS WITH MATH
Be A Better Reader
CAMBRIDGE
Cambridge
CAMBRIDGE ADULT EDUCATION
CAMBRIDGE COMPREHENSIVE PRGM FOR H.S. EQUIV. EXAM
CAMBRIDGE MATERIALS
CAMBRIDGE MATERIALS
CAMBRIDGE PRE GED IN READING
CAMBRIDGE PRESS- PRE-GED SERIES
Cambridge Prg for the Interpreting Lit & Arts Test
CAMBRIDGE PROGRAM FOR INTERPRETING LIT. & THE ARTS
CAMBRIDGE PROGRAM FOR THE SCIENCES TEST
CASAS
CASAS
CASAS - California Matrix
CASAS Program
CASAS- LAUBACH WAY TO READ
CHALLENGER SERIES - READING & WRITING
CHILDREN'S BOOKS

COMMUNICATION FOR TODAY
COMPUTOR- CSR (IBM - CENTEC, JACKSON, MISS.)
CONTEMPORARY BOOKS- BUILDING BASIC SKILL SERVICE
CONTEMPORARY GED SERIES
Contemporary number power
CONTEMPORARY PRE-GED SERIES
Contemporary series: pre-GED & GED
CONTEMPORARY'S NEW GED
CONTEMPORTARY MATERIALS
Contempory Laubach Way to Reading
Critical reading skills
DLM DRILL PRACTICE
Drug and alcohol prevention
DYNOFLASH MATH
EA READ & SOLVE MATH
Edmark Reading
English as a 2nd language class
ENTRY TO ENGLISH
ESL for adult Learners
Essentials of Reading & Writing English
FREE TO BE YOU
GED
GED Books - Contemporary
GED CAMBRIDGE MATERIALS
GED CONTEMPORARY'S WRITING SKILLS WORKBOOK SERIES
GED MANUAL AND SUPPORT MATERIAL
GED MATERIALS
GED Materials
GED PRACTICE TEST
GED prep. book by Contemporary Publishers
GED PROGRAM
GED Series
GED SERIES
GED Series: Steck Vaughn
GED SKILL BOOKS
GED: Adult education by referral
GUIDEBOOK TO BETTER ENGLISH
HARTLY MATH
HIGH MARKS
How to get information on health/life
IBM (PALS, PRIMARY EDITOR, TOUCH TYPING)
IMPROVING YOUR READING WITH CARTOONS
Language in Daily Living
Language Skill Books
Laubach
Laubach
Laubach
LAUBACH AND CHALLENGER
Laubach Way

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LAUBACH WAY TO READING
Laubach Way to Reading
Laubach Way to Reading
LAUBACH WAY TO READING
Laubach Way to Reading
Laubach Way to Reading
Laubach Way to Reading
LAUBACH WAY TO READING
Laubach Way to Reading
Laubach Way to Reading
LAUBAUCH LITERACY INTERNATIONAL
Leadership Skills (Avance, Inc.)
Learning Keyboard
Learning our Languaage, Books 1 & 2
Learning Unlimited
Life Skills Volunteerism (Avance, Inc.)
Literacy Council - Laubach Way to Reading
Literacy Program/Fiesta Unlimited
LITERACY VOLUNTEERS OF AMERICA MATERIALS
LITERACY VOLUNTEERS OF AMERICA, INC. MATERIAL
Local
Local high school curriculum
M.S. Robertson Adult Reader
Mainstream English Language Training (MELT)
MAPP- MARYLAND ADULT PERFORMANCE PROGRAM
Math in Daily Living
Mathematical and problem solving skills
Mathematics Skill Books
MECCA
MILIKIN SOFTWARE
MOTHERREAD
Motherread
MotherRead
New Oxford Picture Dictionary
NEW READERS PRESS
New Readers Press Series
Number Power - Series
NUMBER POWER SERIES
Our Nations Story I & II
PALS
Poudre R-1 English as a Second Language Materials
Pre GED
PRE GED PROGRAM IN MATH
Pre-GED Materials
PRE-GED SERIES
Pre-GED texts
Pre-GED: Reading, Writing, Math
PRESCRIPTION LEARNING - ABE SOFTWARE
PRIMARY HIGHSTEPS COMPREHENSION

Principal of Adult Literacy Discovery Phonic-PALS
Principle of alphabet literacy system
PRINCIPLES OF THE ALPHABE LITERACY SYSTEM
READ ON II
READER'S DIGEST (SILENT READING) SERIES
READING - WINNING LITERACY PROGRAM
READING FOR TODAY
Reading Improvement Activities
REAL LIFE ENGLISH
Real Life English: Competency-Based ESL Series
RH TUTORIAL
Risk aides
ROGET'S THESAURUS
SAY ITH WITH SYLLABLES
SCOTT FORESMON DICTIONARY
SCOTT FORESOMEN: GED
SD MATH
Self Esteem- a Family Affair
SINGLE PARENT/HOMEMAKER
SLOSSON TEST; TESTS OF ADULT BASIC ED. AND PROFILE
Social Studies and Science
SOFTWARE: LEARNING STYLES INVENTORY
SOFTWARE: MY BEST CARRIER MATCH
SPECIFIC SKILL SERIES GED MATERIALS
STAFF DEVELOPMENT INSERVICE CURRICULUM
Stech-Vaughn GRED preparation workbooks and texts
STECK VAUGHN GED PREP
STECK VAUGHN MATERIALS
STECK VAUGHN MATHEMATICS PRACTICE SERIES
STECK VAUGHN: PRE-GED & GED
STECK-VAUGH MATERIAL
STECK-VAUGH MATERIAL
STECK-VAUGHN
Steck-Vaughn
STECK-VAUGHN
Steck-Vaughn Adult Ed. text books
STECK-VAUGHN GED SERIES
STECK-VAUGHN HOW TO GET A JOB AND KEEP IT
Steck-Vaughn materials
STECK-VAUGHN READING SKILLS FOR ADULTS
Steck-Vaughn Spelling Series 5-8
STECK/VAUGHN MATERIALS
Step by Step at High School Level
STEPS TO COMPREHENSION
Success by ___ (Six?) Tools
SUNBURST READING SKILLS
SUPERSTARS - READING
TABE ADULT BASIC EDUCATION
TABE FORMS 5-LEVEL A-D

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Take-Home Computer
TARGETS SERIES - SPELLING
THE CAMBRIDGE COMPREGENSIVE PROGRAM
THE CAMBRIDGE COMPREHENSIVE PROGRAM FOR HIGH SCHOO
The Cambridge Pre-GED Program; Cambridge AE
The Cambridge Program for GED Writing
The Challenger Series
The Write Stuff
TOLEDO EDUCATIONAL RESOURCE SYSTEMS (PLATO) COMPU
Touch Math
TRAINING FOR LIFE SKILLS HANDBOOK
Triad
TRIBAL LEGENDS AND STORY TRAINING CLASS
TUTORIAL USE OF ABEKA
TUTORIAL USE OF LAUBACH AND WINNING
WICAT PROGRAMS IN READING, LANGUAGE, MATH
WINNING
WOODCOCK READING MASTERY TEST
WORKING WITH NUMBERS REFRESHER BOOK
WORLD OF VOCABULARY
Writing for Competency
Writing Skills

Use: Early Childhood

"FOOTSTEPS" VIDEOS
A GOOD BEGINNING: BARBARA LEWIS
AEC MICRO READ VOICE, MICRO SPELL
ANTI-BIAS CURRICULUM
ANTIBIAS CURRICULUM
AQ COMPLEX PATTERNS, LETTER RECOGNITION
AQ SORTING, FAMILIAR SETTINGS, PATTERNING
Bank Street
Bank Street
Bank Street
Bank Street
Bank Street Instructional Model
Bank Street-local adaptation for bilingual program
Bean Bag Learning
BFA Kit I
Bouncy Bee Computer Series
Brigance
BSAP Objectives
Caring for Preschool Children
Channels To Children
CHAPEL HILL MATERIALS
Childworld's Magnetic Learning Units
Circle of Childhood (A NC statewide preschool curr

List of Curriculum Materials
Form III, Question 4.

COGNITIVE CURRICULUM FOR YOUNG CHILDREN
Crayola Program
CREATIVE CURRICULUM
Creative Curriculum
CSAB
DENVER DEVELOPMENT ASSESSMENT
Developmental-Interaction Approach (DIA)
Developmentally Appropriate Practices - NAEYC
DISCOVERY TOY LEARNING CURRICULUM
DISTAR
DLM Beginning Milestones PK Program
DLM Teaching Resources
Early Learning
Early Prevention of School Failure
Early Prevention of School Failure
EARLY PREVENTION OF SCHOOL FAILURE SCREENING
Eclectic Approach
EPSF
EPSF
HC EARLY DISCOVERIES, EARLY SKILLS,SIZE & LOGIC
HC MEMORY MATCH, SENSE&NONSENSE, KITTEN KIDS&FROG
HC SCRUFFY AND FRIENDS AND MANY MANY MORE
Head Start
HEAD START CURRICULUM
Helping Baby Grow
High Scope
High Scope
HIGH SCOPE
High/Schope
High/Scope
HIGH/SCOPE
HIGH/SCOPE
HIGH/SCOPE
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High/Scope
HIGH/SCOPE CURRICULUM
HIGH/SCOPE CURRICULUM

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List of Curriculum Materials
Form III, Question 4.

High/Scope for Pre-K
High/Scope-local adaptation for bilingual program
HOSTS Program (Help One Student to Succeed)
I Am, I Can
Individualized Bilingual Instruction (IBI)
Isaac District Preschool Curriculum
JOSTEN'S EARLY LEARNING SERIES
LANGUAGE BASED CURRICULUM
LAP ASSESSMENT
Learning Language at Home
LEARNING THROUGH LITERATURE - EDUCATION CENTER
LITERATURE ACTIVITIES FOR YOUNG CHILDREN
LOCAL AGENY DESIGND
Local curriculum
LOCALLY DEVELOPED
LOCALLY DEVELOPED CURRICULUM
MAILBOX - EDUCATION CENTER
MARYLAND STATE DEPT. OF ED. APPROVED PRE-K UNITS
Math Blaster
MATH THEIR WAY
MCCRACKEN LITERACY MATERIALS
MD DOE Draft Curriculum for EEEP
MD FRAMEWORK (EVERYTHING IN SCHOOLS IS A PART)
MESSAGES FROM HOME- DR. LEVENSTEIN
Montessori
MUPPET READING LEARNING KEYS
NC DPI: Circle of Childhood
Nuevo Amanecer Curriculum
OBSERVING AND RECORDING THE BEHAVIOR OF YOUNG CHIL
Parent-Child Interaction activities (PCIA)
PD PHASE - WORD RALLY
Peabody Language
PORTAGE
PORTAGE EVALUATION GUIDE
Portage Guide to Early Education
PROFESSIONAL JOURNALS
Resources for Creative Teaching in Early Childhood
RICHLAND COUNTY SCHOOL DISTRICT #1 KINDER PROGRAM
SEQUENCE OF PREREQUISITE READING SKILL: SW LA. UN
Sidiki System
SING, SPELL, READ, AND WRITE
STARTING SCHOOL (FROM SEPARATION TO INDEPENDENCE)
Step Manipulock Reading & Math
The Creative Curriculum
The Instant Currriculum
THE MAGNETIC WAY INTO CHILDREN'S LITERATURE
The Pre-School Calendar
THE PREVENTION OF SCHOOL DISADVANTAGES,
Thematic whole-language approach using many texts

List of Curriculum Materials
Form III, Question 4.

Verbal Interaction Project Techniques
WHOLE LANGUAGE LITERACY CURRICULA
WHOLE LANGUAGE MATERIALS
WICAT COMPUTER SYSTEM
WPS DEVELOPMENTAL ASSESSMENT
Write to Read program
Writing to Read
Youg Children in Action; High Scope Res. Found.

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APPENDIX J

LIST OF PROJECTS

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Distribution of Projects by Region, Rurality and Size

Project Code	Region	Rural	No. Family Intake Forms Submitted	No. of Families Served Reported
AL1	South	No	47	
AL2	South	Yes	0	
AR1	South	Yes	0[1]	236
DC1	South	No	71[2]	70
DE1	South	No	13	
FL1	South	No	28	28
FL2	South	Yes	40	
GA1	South	No	41	
KY1	South	Yes	15	15
KY2	South	Yes	34	
KY3	South	Yes	45	
LA1	South	No	142	
MD1	South	Yes	18	
MD2	South	No	0[1]	29
MS1	South	Yes	37	
MS2	South	Yes	107	
NC1	South	Yes	69	
NC2	South	No**	24	
NC3	South	No	20	
OK1	South	No**	37	
OK2	South	Yes	6[3]	17
OK3	South	Yes	22[2]	36
SC1	South	Yes	61	
SC2	South	No	18	
SC3	South	Yes	36[3]	38
TN1	South	No	64	64
TX1	South	Yes	27	

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Distribution of Projects by Region, Rurality and Size

Project Code	Region	Rural	No. Family Intake Forms Submitted	No. of Families Served Reported
TX2	South	Yes	95	
TX3	South	No	81	
VA1	South	No	25[2]	24
WV1	South	Yes	11	
WV2	South	Yes	17	
CT1	Northeast	No	0	
CT2	Northeast	Yes	22	
MA1	Northeast	Yes	8	
MA2	Northeast	No	11	
ME1	Northeast	Yes	23	
NJ1	Northeast	No	47	
NY1	Northeast	Yes	11	
NY2	Northeast	No	61	61
PA1	Northeast	No	13	
RI1	Northeast	No**	18	
VT1	Northeast	Yes	22	
VT2	Northeast	Yes	9	
IA1	Midwest	No**	26	
IL1	Midwest	Yes	43	
IL2	Midwest	No**	25[3]	32
IN1	Midwest	No	58	
IN2	Midwest	Yes	18	
KS1	Midwest	No**	0	
KS2	Midwest	No	32	32
MI1	Midwest	Yes	14	

Distribution of Projects by Region, Rurality and Size

Project Code	Region	Rural	No. Family Intake Forms Submitted	No. of Families Served Reported
MI2	Midwest	No	0	
MN1	Midwest	No	34[3]	105
MO1	Midwest	No	104	
NE1	Midwest	Yes	11	
OH1	Midwest	No	14	14
SD1	Midwest	Yes	19	19
WI1	Midwest	No	0	95
AZ1	West	No	69	
CA1	West	No	24	
CA2	West	Yes	92	
CO1	West	No	100	100
CO2	West	Yes	8	
HI1	West	No	31	
MT1	West	No**	67	67
MT2	West	Yes	34[2]	31
NM1	West	No	0	
OR1	West	No	12	12
UT1	West	Yes	73	
UT2	West	No	38	
WA1	West	Yes	0[1]	51
WA2	West	No	62	

** Rurality not indicated in proposal.
1. Data not submitted by April 1, 1991.
2. Reported number of families served less than number of Family Intake Forms submitted.
3. Unable to submit/collect data on all families due to extenuating circumstances.

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